

# **Iowa Alternate Assessment Educator’s Guide**

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**Iowa Alternate Assessment  
Clarifications and Revisions  
School Year 2005-2006**

In order to fully meet the requirements for implementation of No Child Left Behind (NCLB) and Individuals with Disabilities Educational Improvement Act (IDEA), two major revisions have been made to the Iowa Alternate Assessment Process (IAA):

- **Reading and Math must be assessed at grades 3-8 and 11**
- **Science must be assessed at grades 5, 8, and 11 (this will be a pilot year for this content area but still must be included as part of the assessment at these 3 grade levels)**

Students in these grades who meet the Iowa Alternate Assessment Participation Guidelines must submit assessment portfolios for these content areas.

Additionally, there will be a much greater emphasis on assessment alignment within these content areas. While this has always been assumed to be the case, clearer, more explicit alignment will be looked for in scoring the Achievement of Benchmarks Dimension. Towards fulfillment of NCLB and IDEA, the Core Content Standards and Benchmarks Corresponding to the Iowa Tests must be the starting point for educational teams when deciding upon targets for assessment for students participating in the IAA. Alignment will be viewed in this manner:

- The CCSB must be selected for assessment.
- The corresponding (aligned to the CCSB) district Standard and grade level Benchmark must be identified.
- The target skill (specific measurable behavior) that demonstrates learning of the grade level content standard/benchmark) for an individual student must be aligned to the grade level benchmark. In other words, the target skill must directly assess the same construct as is stated in the district grade level benchmark which is aligned to the district standard which is aligned to the CCSB.

It may be helpful for educational teams to think about this definition of alignment from the Association for Supervision and Curriculum Development, *Lexicon of Learning* (retrieved from the web [[www.ascd.org](http://www.ascd.org)] August, 2005) which states that alignment is:

*“The effort to ensure that what teachers teach is in accord with what the curriculum says will be taught and what is assessed on official tests. If students are not taught the intended content—because of inadequate learning materials, inadequate teacher preparation, or other reasons—or if official tests assess knowledge and skills different from those taught, test scores will obviously be lower than they otherwise would be.”*

In an attempt to reduce educational team burden caused by these new requirements, The Iowa Department of Education has relaxed the evidence requirements for the IAA for the

2005-2006 school year. For this year, **only the evidence of the Achievement of Benchmarks dimension is required for submission and this is the only score that will be reported to the US Dept. of Ed.** However, evidence of the other 3 dimensions may be submitted (and some AEAs may insist this be the case). If other assessment evidence is submitted, it will be scored and reported back to the AEA only to be used for instructional improvement purposes. Evidence of the other 3 dimensions will be added back into the submission and scoring requirements in the year 2006-2007. This is true for the science pilot as well as reading and math.

Very few revisions have been made to the IAA Educator's Guide but clarifications have been made re: issues that seem to have been confusing (based upon assessment data and actual assessment evidence) in the past year. These serve, not only to enhance Iowa's compliance with the provisions of NCLB but assist educational teams in the IAA combined processes of assessment and instruction of students with significant cognitive disabilities. A summary of these refinements is as follows:

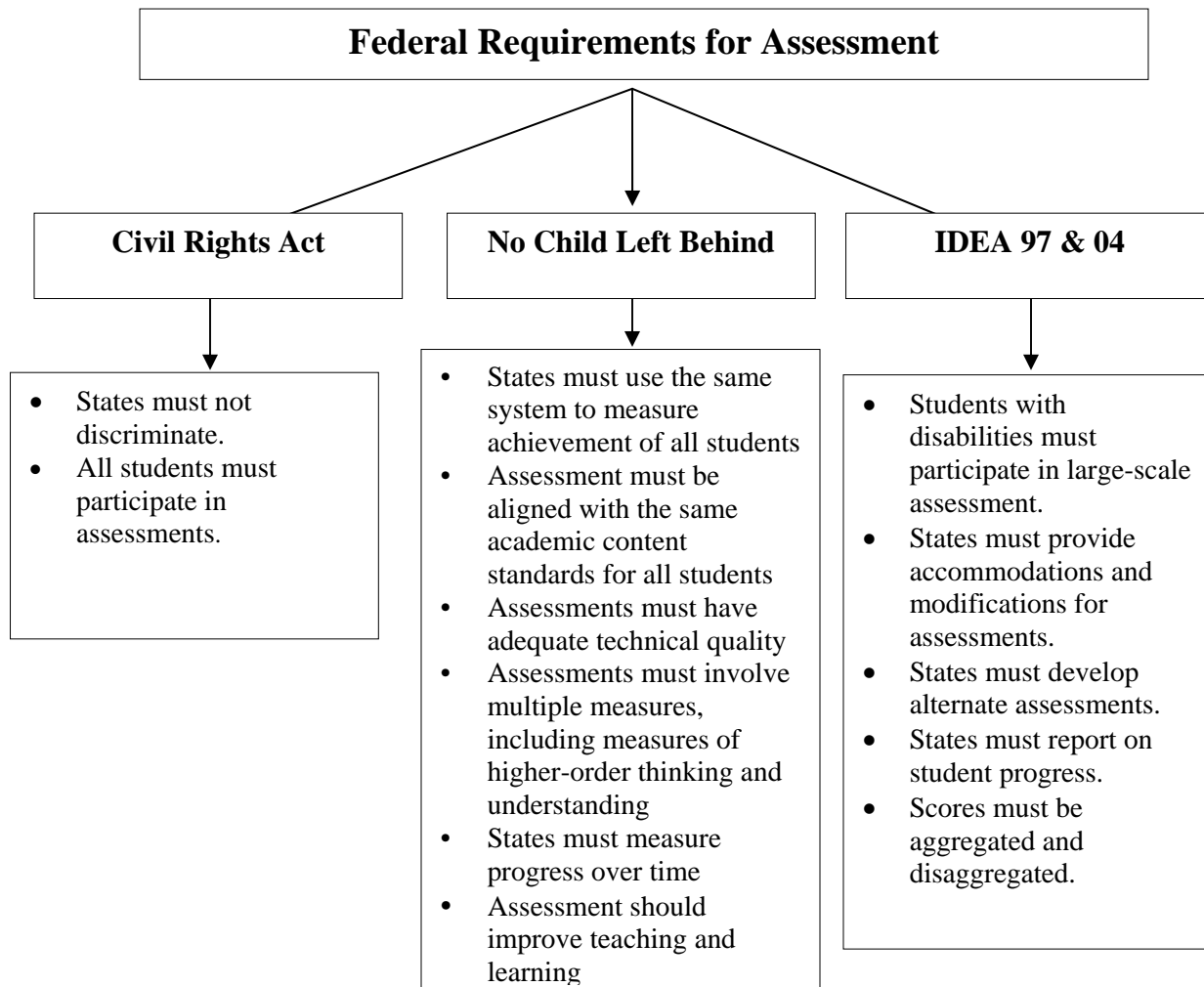
- **Overall:** references to federal legislation have been updated to reflect NCLB and the reauthorized IDEA
- **Section A. Participation Guidelines:** information re: the submission of the science content area has been added; added discussion clarifications re: Participation Guidelines
- **Section B. Merging Assessment and Instruction:** added references to *5 Phases of the IEP*; included information of the alignment of the CCSBs, district standards and benchmarks, and target skills; added information to access skills; included information re: necessity and process of addressing both functional and academic skills
- **Section C. Standards and the IEP:** identified several places in the process in which refer to the *5 Phases of the IEP* document and added guidance for IEP teams in developing standards based IEP objectives; added section on CCSBs and alignment
- **Section D. Rubric:** removed "extended benchmark" from the calibrated rubric; changed performance level descriptors to match general assessment labels; added definition of unit of study; added example of reduced complexity (Priti); added clarification on allowable settings
- **Section E. Alternate Assessment Model:** added more information (including samples) re: tasks; updated examples of review, observe, task; added examples of science
- **Section F. Procedures:** added science content area and CCSBs into procedures
- **Appendices:** updated forms; added CCSBs; added sample tasks; added updated Iowa document *A Family Guide to the Alternate Assessment in Iowa*; added Parent Permission for Use form

# Introduction

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The Individuals with Disabilities Act (IDEA) Amendments of 1997 and 2004, as well as the Improving America's Schools Act (IASA) also known as No Child Left Behind (NCLB), require that all students with disabilities, even those with the most severe disabilities, participate in state and district assessment programs. In Iowa, the majority of students with disabilities currently participate in district-wide assessments by taking the Iowa Tests of Basic Skills/Iowa Tests of Educational Development (ITBS/ITED) or other district-wide assessments, with or without accommodations. For the few students with disabilities who are unable to participate in these assessments due to the severity of their disability, an alternate assessment process must be in place. The Iowa Department of Education, along with an advisory committee composed of educators, parents and administrators from across the state, has developed an alternate assessment process based on local standards.



The following guiding principles were used by the task force to guide its work:

We believe that the purpose of ALL student assessment should be

1. to improve teaching and learning;
2. to provide information to each educational agency's accountability and improvement planning process which will assist the SEA, AEAs, and LEAs in determining the health of the educational system; and
3. to fulfill federal, state, AEA, and LEA accountability and reporting requirements. (see the comparison of No Child Left Behind and IDEA 97, Appendix A)

We believe that

1. alternate assessment must be aligned with a school or school district's standards and benchmarks and that this alignment will lead to increased access to the general curriculum and higher expectations for all students;
2. alternate assessment is only intended for students with the most severe disabilities; and
3. individual student needs drive the decision(s) on how each child will participate in an agency's system.

For further information and updates re: policy and procedures, be sure to visit the Iowa Department of Education's (IDE) web site at <http://www.state.ia.us/educate>.

### Selected Readings and References:

Browder, D. M., & Spooner, F. (in press). Understanding the purpose and process of alternate assessment. In D. Ryndak & S. Alper (eds.). *Curriculum and instruction for students with significant disabilities in inclusive settings*. Needham Heights, MA: Allyn & Bacon.

Improving America's Schools Act (1994). U.S. Department of Education, Washington, D.C. <http://www.ed.gov/legislation/ESEA/index.html>.

Inclusive Large Scale Standards and Assessment Group. University of Kentucky, 1 Quality Street, Suite 722, Lexington, KY 40507.  
<http://www.ihdi.uky.edu/ILSSA/index.htm>.

Individuals with Disabilities Education Act (2004). U.S. Department of Education, Washington, D.C. [www.ideapractices.org/law/index.php](http://www.ideapractices.org/law/index.php)

Iowa Department of Education, Division of Early Childhood, Elementary, and Secondary Education; Bureau of Children, Family, and Community Services.  
[www.state.ia.us/educate](http://www.state.ia.us/educate)

Maki, P. L. (2002). Developing an assessment plan to learn about student learning,

*Journal of Academic Librarianship*. American Association for Higher Education.  
[www.aahe.org/assessment/assessmentplan.htm](http://www.aahe.org/assessment/assessmentplan.htm)

McDonnell, L. M., McLaughlin, M. J., & Morison, P. (1997). *Educating one and all: Students with disabilities and standards-based reform*. Washington, DC: National Academy Press

Measured Progress. 171 Watson Road, Dover, NH 03820. [www.measuredprogress.org](http://www.measuredprogress.org)

National Center on Educational Outcomes. University of Minnesota, 350 Elliott Hall, 75 East River Road, Minneapolis, MN 55455. [www.education.umn.edu/nceo](http://www.education.umn.edu/nceo)

No Child Left Behind. U.S. Department of Education. Washington, D.C.  
<http://www.ed.gov/nclb/landing.jhtml>

Olsen, K. (1999, May). *What principles are driving development of state alternate assessments?* Lexington, KY: Mid-South Regional Resource Center, University of Kentucky. Retrieved June 19, 2002, from the World Wide Web:  
<http://www.ihdi.uky.edu/msrrc/Publications/whatprincip.htm>.

Thurlow, M. L., Elliott, J. L., & Ysseldyke, J. E. (1998). *Testing students with disabilities: Practical strategies for complying with district and state requirements*. Thousand Oaks: Corwin Press.

## Section A

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### Participation Guidelines

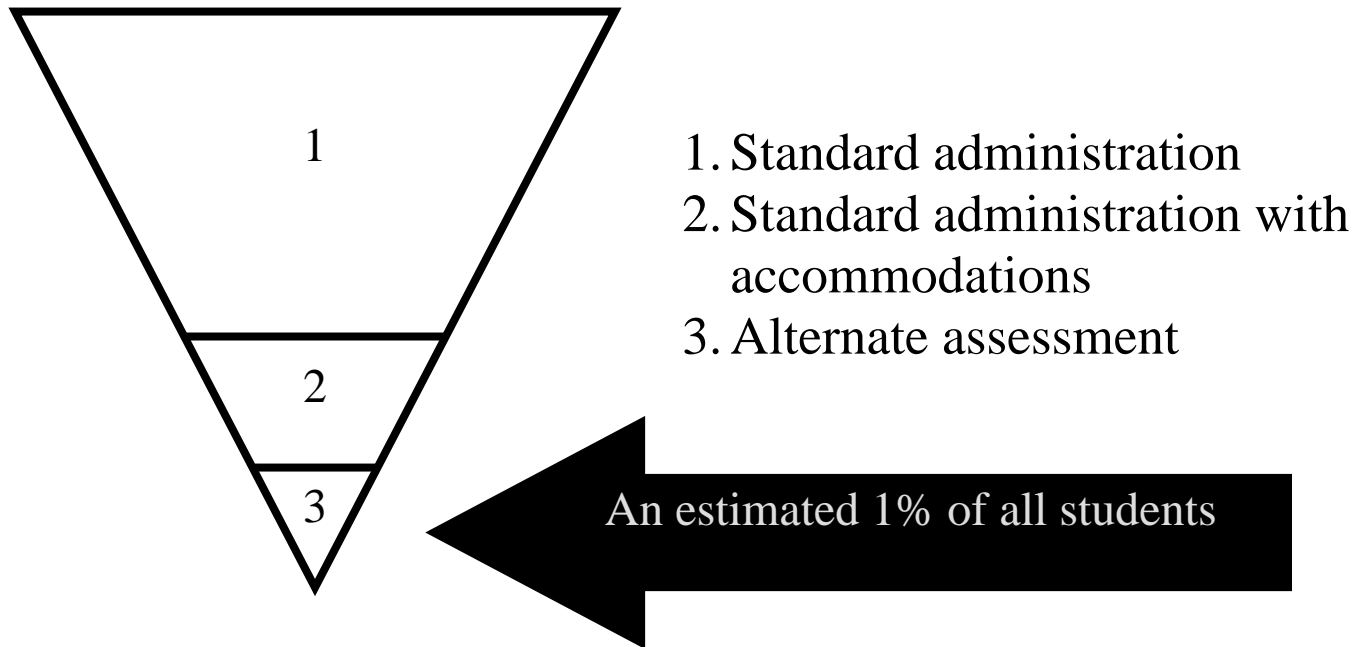
This section offers guidance to IEP teams in determining if particular students meet the criteria for participating in the Iowa Alternate Assessment and where that decision is documented on the IEP.

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## District and Statewide Participation

“No Child Left Behind” further strengthens the position put forth in previous legislation that all students must be included in district- and state-wide assessments. In Iowa, students with disabilities may participate in district-wide assessments in several different ways.



The first way is standard participation with no accommodations. This is the way students without disabilities take part in assessment. The second way is participation with accommodations. Accommodations are changes in testing materials or procedures that permit the student with disabilities to have equal opportunities to demonstrate what they have achieved. (IEP teams may find it informative to review the accommodations database developed by the National Center on Educational Outcomes at [www.education.umn.edu/nceo/accommodations](http://www.education.umn.edu/nceo/accommodations)). Most students with disabilities will participate in district-wide assessments in one of these two ways.

Alternate assessment portfolios in reading and math must be submitted for students who meet the participation guidelines in grades 3-8, and 11. A science pilot portfolio is required for submission at grades 5, 8, and 11. A very small number (less than 1%) of students will meet the guidelines for participation in district-wide assessments by means of the alternate assessment. The following guidelines should assist Iowa IEP teams in determining which students will participate in alternate assessments in Iowa:

### Alternate Assessment Student Participation

#### Student

The student has characteristics of a severe disability, including significant deficits in

language and communication and adaptive behaviors. The student requires very intensive, highly specialized instruction in order to acquire knowledge, make generalizations, and/or demonstrate skills across natural environments (home, school, community, and/or workplace). Students in alternate assessment will generally be those students who are classified as Level 3. However, some students with that classification will take part in the general assessment (probably with accommodations) and some students with disabilities who have other level classifications may take part in the alternate assessment although this would be rare.

*What this really wants IEP teams to discuss is:*

- *Does this student generally exhibit the learning characteristics of a student with a significant cognitive disability? These would generally show up in how the student communicates, how he/she responds to the environment, and how he/she learns. These behaviors would be expected to be significantly different from most typical peers if a student was eligible to participate in the IAA. While there is not a "fixed" score to determine if a student participates, the IAA is targeting students who would score significantly lower than typical peers on standardized tests of knowledge and cognition (or may achieve a valid score at all). Of course this isn't automatic. A student who tests within that range and might still be included in general assessment in one or more content areas. The same applies for adaptive behavior.*
- *When discussing generalization across natural environments, once the student has been taught vocabulary in reading, does he/she know them across other settings in the school? If the student does not generalize skills, does he/she need the instruction in multiple settings to learn the skill in each setting itself?*

### Instructional Program

The school's or school district's content standards and benchmarks guide the student's curriculum. Use of alternate achievement standards (NCLB, 2001) allows districts to extensively modify expected performance levels to allow the student to demonstrate what he or she knows and is able to do while still receiving instruction on grade level, general curriculum content. It is important to remember that the student's IEP may address other skills that are important for that particular individual but the student's curriculum is the same as the grade level curriculum for all students.

*What this really wants IEP teams to discuss is:*

- *Has the grade level content been significantly changed in terms of the expectations for this student's performance? Does this student's performance within the general curriculum look significantly different from the performance of typical peers? This does not refer to students who might just be performing at a lower grade level but rather, students whose performance is clearly not comparable to typical peers even though they are accessing the same grade level content.*
- *Has the grade level content been significantly changed in terms of delivery? The grade level content has been significantly reduced in complexity, viewed in terms of alternate achievement standards, and may use non-typical means to make the information accessible.*

Assessment

The student is generally unable, even with accommodations, to demonstrate knowledge and skills on district-wide assessments used for the majority of students

Participation decisions should NOT be based primarily on:

- a. poor attendance
- b. English language learner status
- c. social, cultural, and economic difference
- d. disruptive behavior
- e. student reading level
- f. expectations of poor performance
- g. amount of time receiving special education services
- h. low achievement in general education
- i. categorical disability level
- j. performance tied solely to a level, label, or cut score
- k. location where the child receives services

*What this really wants IEP teams to discuss is:*

- *Has the student missed a lot of school and that is the cause of the low achievement?*
- *Are cultural/social and economic issues the cause of the low achievement?*
- *Is the decision about assessment participation based upon past behavior and academic performances or expectations?*
- *Is the student's learning disability, emotional/behavioral disability, hearing disability, or visual disability, rather than cognition, impacting the ability to learn?*
- *Is the past history of special education participation (disability label, type of services delivery, placement, etc.) affecting the decision?*

*(If the answer to any of these questions is "Yes" then the student should probably not be in the IAA.)*

All assessment decisions for a particular student are made by the IEP team. No one member may make decisions for the team nor is any member's opinion more important than the opinion of anyone else. The IEP team decision should be documented during the IEP process.

In some instances, it may be decided that a student should participate in general assessment in one content area but alternate in the other two. In these cases that decision should be noted on the IEP and specified as to which assessment will be administered for each content area.

The form contained in Appendix B could be used to assist IEP teams in making assessment decisions. The form is optional and is intended to guide the decision making process should IEP teams elect to use it.

## Selected Readings and References:

- Iowa Department of Education (2005). *5 Phases of the IEP Process*. Division of Early Childhood, Elementary, and Secondary Education; Bureau of Children, Family, and Community Services. [www.state.ia.us/educate/ecese/cfcs/idea/doc](http://www.state.ia.us/educate/ecese/cfcs/idea/doc)
- Kleinert, H. L., Kearns, J. F., & Kennedy, S. (1997). Accountability for all students: Kentucky's alternate portfolio assessment for students with moderate and severe cognitive disabilities. *The Journal of the Association for Persons with Severe Handicaps*, 22, pp. 88-101.
- National Center on Educational Outcomes. University of Minnesota, 350 Elliott Hall, 75 East River Road, Minneapolis, MN 55455.  
[www.education.umn.edu/nceo/accommodations](http://www.education.umn.edu/nceo/accommodations)
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<http://www.ed.gov/nclb/landing.jhtml>
- Thompson, S. J., Quenemoen, R. F., & Thurlow, M. L. (2001). Alternate assessments: Measuring what ALL students have learned. *Communique*, 30 (3), 12-14.
- Warlick, K., & Olsen, K. (1998, December). *Who takes the alternate assessment? State criteria*. Lexington, KY: Mid-South Regional Resource Center, University of Kentucky. Retrieved June 19, 2002, from the World Wide Web:  
<http://www.ihdi.uky.edu/msrrc/Publications/whotakes.htm>.
- Ysseldyke, J. E., Thurlow, M. L., McGrew, K. S. & Shriner, J. G. (1994). *Recommendations for making decisions about the participation of students with disabilities in statewide assessment programs* (Synthesis Report 15). Minneapolis: University of Minnesota, National Center on Educational Outcomes.
- Ysseldyke, J. E., Thurlow, M. L., McGrew, K. S., & Vanderwood, M. (1994). *Making decisions about the inclusion of students with disabilities in large-scale assessments* (Synthesis Report 13). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

## Section B

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### Merging Assessment and Instruction

This section offers guidance to educators in designing effective practice instruction and how that instruction is connected to the Iowa Alternate Assessment rubric. A final discussion regarding access skills is included.



## PORTFOLIO EVIDENCE AND DAILY INSTRUCTION

The Iowa Alternate Assessment (IAA) has been developed with the primary objective of improving instruction for students with significant cognitive disabilities. The end goal is not to determine a student's level of performance per se but instead to assess the student's level of performance, determine the programmatic opportunities being provided, and then to use those two pieces of information to make the best instructional change decisions possible. It does this by looking at both student performance and program quality in terms of "best practice" instruction (references and resources for these best practices is provided at the end of this section and again in the instructional modules which complement the IAA). These best practice indicators are:

- Instruction on general education standards
- Systematic instruction and data collection and analysis
- Instruction within the context of age appropriate, grade level curriculum using the same materials and activities as typical peers
- Provision and independent use of meaningful and appropriate adaptation/modifications/ assistive technology that help the student in accessing, learning, and progressing in the general curriculum
- Instruction on developing skills in effective choice making and self evaluation
- Generalization of skills

These indicators correlate to the IAA rubric dimensions. See Section D for further information.

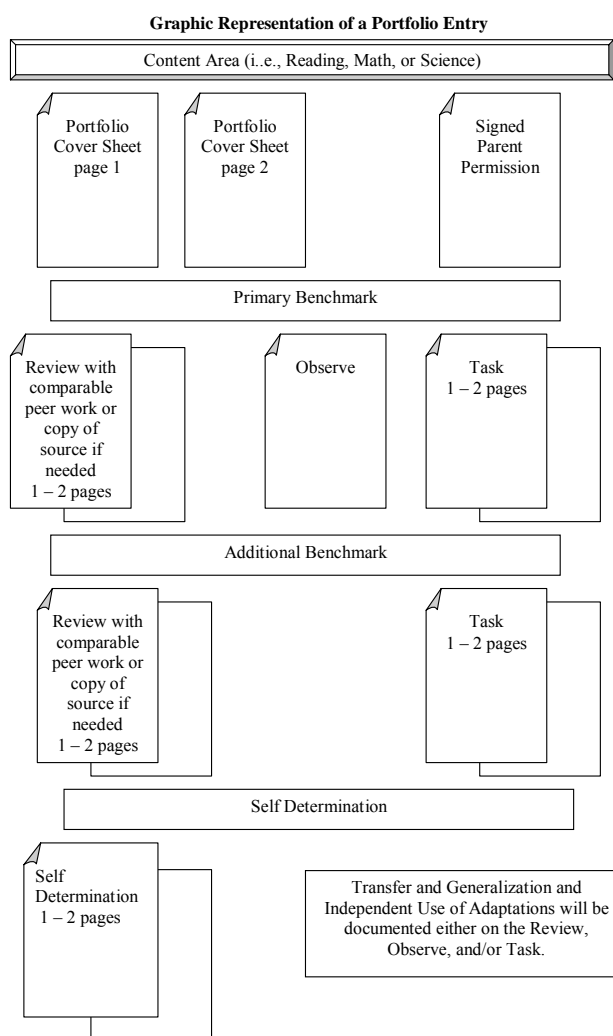
Currently, the amount of time it takes to complete a portfolio is frequently cited as a negative factor of the alternate assessment. The time element frequently referred to is actually related to developing the instructional plans and materials necessary to implement the "best practice" instruction upon which the portfolio rubric is based. So it really is not portfolio development time but rather instructional time that educators are struggling with. The study conducted in 2000 (Kampfer et al., 2001)) supports this fact. Teachers who are implementing the best practice indicators referred to at the beginning of this section and reflected in the rubric will find limited "non-teaching" time required. Teachers who are familiar with or not currently implementing best practice instructional strategies will need to spend more time learning the what's, why's and how's of best practice.

To a certain degree, there is legitimacy to the comment that the portfolio reflects the educational team's ability to put it together. However, while teams do need to understand how to document (the same thing can be said about taking data, writing IEPs, etc.), it is more than just putting it together (Gomez et al., 1991). Organization helps scorers see things but if the evidence is there, it is there, regardless of format. Attractiveness is not an issue. "Pretty" portfolios do not necessarily reflect student performance and programmatic opportunities any better than those that aren't quite as photogenic. Of course, putting in the correct things is important just as general education teachers must make sure they have covered the content and helped students in selecting the required

components for assessments such as writing portfolios. The portfolio pieces evidenced by the multiple measures defined by the Review, Observation, Task model (described further in Section E) should come directly from daily instruction and document the student's typical performance and daily instructional opportunities. *Curriculum and Assessment for Students with Moderate and Severe Disabilities* (Browder, D. New York: Guilford Press, 2001) addresses some of these "variables that may influence alternate assessment scores."

Portfolio contents should only contain evidence necessary to show the requirements of the rubric. Pieces should be selected throughout the year with earlier pieces being periodically replaced by more current documentation when appropriate. The portfolio should not contain all the work the student has completed during the course of the school year but should, instead, only contain the most current and representative work that will allow accurate, valid, and reliable scoring.

The following figure illustrates the number of pages (i.e., pieces of evidence) that are required to document all of the rubric dimensions as well as Review, Observe, and Task. A content area portfolio should not be more than 15 pages in length.



## Six Steps to Merging Assessment and Instruction

Keeping in mind the direct connection between evidence collected for the alternate assessment and daily instruction, it will be important that daily instruction reflect all those elements of best practice. The more that daily instruction exemplifies best practices, the easier it will be to collect evidence and assemble the portfolio, not to mention that student achievement will be enhanced. For some programs, the move toward standards based and general curriculum based instruction will be a new direction. However, it is a necessary one not only to comply with the regulations specified in IDEA and NCLB but to move toward higher expectations and learning for all students. A more in depth explanation of this procedure including more examples, tools, etc. can be found in the module on Accessing General Curriculum (Clayton and Burdge, 2003).

Kearns, Burdge, and Kleinert (Innovations, in press) describe a six step process for connecting standards-based instruction with assessment. They report that this is the process used by the most effective teachers, and thus, should be helpful in producing quality evidence.

1. Define the outcome of instruction.
2. Link to the appropriate standard(s).
3. Identify the instructional activities and how the student will participate in each step (include supports and adaptations necessary).
4. Target specific objectives from the IEP that most align with the instructional activity
5. Select documentation of learning and instruction.
6. Organize the documentation of learning and instruction.

Following is an example from a middle school mathematics instructional unit. It includes a description of two students with disabilities, how each accessed the standards, and the process of collecting evidence.

**Middle School Unit on Fractals:** A middle school math class is studying fractals as part of a geometry unit. Fractals are complex geometric figures with common properties and are often used in measuring complex shapes, natural formations, etc. The instructional unit includes reading about fractals in the text book and on Web Quest site, completing worksheets to reinforce basic concepts, observing demonstrations by teacher and computer generated fractals, creating a snowflake fractal, and researching real life use of fractals. Products will include completed worksheets, notes from teacher lecture, created snowflake fractal, and a group presentation on real life use of fractals.

Carlos is a student with a significant cognitive disability who requires pervasive supports. He uses a wheelchair which he can self propel for very short distances and an augmentative communication device with up to five choices and with verbal cues. He can identify common objects and is beginning to use picture symbols. He needs prompting to attend to an activity or task for longer than 3 minutes. Carlos' objectives contained in his standards based IEP (Iowa Dept. of Ed., 2005) include:

- Identifying picture symbols



- Self-propelling wheelchair for moderate distances
- Following verbal and/or pictorial directions involving 3 to 5 steps
- Matching shapes
- Using 1 to 1 correspondence
- Independently initiating communication using augmentative system
- Remaining on task for 5 minutes with natural cues

Evelyn is a student with a moderate disability and requires limited to extensive supports. She is verbal but difficult to understand due to articulation difficulties. She is able to write her name if not required to remain on the line and can copy printed text. She can identify approximately 50 high frequency sight words and read short sentences when picture cues are provided. She counts to 39 consistently and to 100 with some mistakes. She can count by 5's if provided with number cues. She can take care of most self-care skills but needs verbal reminders. Evelyn's objectives contained in her standards based IEP (Iowa Dept. of Ed., 2005) include:

- Writing vocabulary words independently or using available resources (e.g. word cards)
- Increasing high frequency sight words
- Answering recall questions when material is read
- Identifying numbers to 100
- Using a calculator for computation
- Using measurement tools
- Improving articulation
- Using picture symbols to supplement verbalization as needed

Implementing the six-step process involving the above mentioned students in the context of math instruction will illustrate not only best practice instruction but also a means to collect quality evidence. To better align with the steps of IAA, Step 2, Link to the appropriate standards, will come first and will actually involve sub steps.

### **Step 1: Link to the appropriate standard:**

As described in Section C, Standards and IEP, the IEP team should select at least one content standard from the local district grade level standards (which align with the district standards and are, in turn, aligned with the Core Content Standards and Benchmarks Corresponding to the Iowa Tests [CCSB]) – these can be found in Appendix C After that standard has been identified, it would be best to target the skill that the student needs to learn in order to achieve the standard and place it in the context of the IEP. See Section C: Standards and the IEP.

Carlos' and Evelyn's IEP team has selected the district grade level standard which aligns to the CCSB "A. Students can understand and apply a variety of math concepts: 3. Students can understand and apply concepts of geometry" which has the critical function of shape identification and use. The instructional unit on fractals addresses the Benchmarks for All Students of: Understanding the basic properties of figures, Knows basic geometric language for describing and naming shapes, and Predicts and verifies the

effects of combining, subdividing, and changing basic shapes. Carlos and Evelyn will be able to work on the related target skills of using appropriate shape terminology, and changing shapes with a model. (For more information on how IEP teams might best determine standards for assessment and target skills relating to them, refer to the Section C: Standards and the IEP.)

In addition to selecting standards and benchmarks, it is important to plan for instruction that reflects all the essential components of the rubric dimensions. (Again, remember this is not just a matter of “portfolio” or “assessment”, but is really about providing best practice instruction.) It may be that all components will not be addressed in a single activity and is preferable to include documentation from a variety of content area instructional units (e.g., reading, math, and science) that occur across time.

Three components are included in Student's Achievement of Benchmarks: Breadth, Depth, and Difficulty. Breadth involves providing instruction on more than one benchmark throughout the year, with entries and multiple measures of assessment (Review, Observation, Task) focusing on one primary benchmark. The documentation of an additional benchmark will indicate more effective instruction, thus scoring higher on the rubric. Depth refers to the accuracy at which the student is able to achieve the benchmark and must be expressed as a summative percentage. It will be documented by the observation strategy, over time evidenced by data collection and graphing (refer to the observation section for requirements). The coordinating module on data collection may be helpful to use when planning for systematic instruction and data collection (Burdge and Clayton, 2003). Difficulty measures the degree of alignment of a student's performance to age-appropriate, general education curriculum based instructional activities and materials. Therefore, it is important to provide instruction on all relevant benchmarks, to keep performance records, and to embed instruction of the benchmarks in grade level, general education activities developed toward achievement of grade level content standards.

The component included in the Student's Independent Use of Adaptations dimension is concerned with the adaptations, modifications, and assistive technology the student needs in order to access the general curriculum instruction and achieve the benchmarks. It is important to plan for these in order for the student to work with a level of independence not afforded by simply providing human support. For portfolio evidence, it will be necessary to document the summative percentage of the level of independence at which the student is able to use the adaptation itself. Remember that when looking at developing and providing adaptations, they must:

- Be “useable” (i.e. meaningful, individualized, practical, generalizable )
- Be available (i.e. accessible whenever needed or desired throughout the day)
- Make curriculum not only “accessible” but “learnable” as well (CAST)

For more information on adaptations, please refer to the Adaptations, Modifications, and Assistive Technology (AMAT) module (Denham and Clayton, 2004).

The three components of the Self-Determination dimension are making choices, reflection/evaluation, and use of evaluation. These are important skills for all students to

learn and require systematic instruction in order for the students' effective acquisition of this skill. It is important to work on the skills of Choice making, especially in relationship to achievement of the content area standard (goal setting, learning strategies, format, adaptations, etc.), Evaluating or reflecting on achievement/performance on the content standard (comparison of performance to performance, performance to the standard, etc.), and Use of evaluation to adjust performance. With each instructional unit/activity it is important to include opportunities for the student to work on self-determination skills. Even those students with the most significant disabilities need to be provided with meaningful instruction on these very important skills. More guidance in how to accomplish this is provided within the module on Self Determination (Burdge and Clayton, 2003).

The dimension of the Student's Demonstration of Transfer and Generalization looks at whether or not the student can demonstrate skills and concepts related to the standard in more than one setting. When planning for each instructional unit, it is preferable to identify settings in which all students are working on skills/concepts and provide a means for the student to have those same opportunities.

The charts on the following two pages provide a glimpse of how Carlos and Evelyn will work on each rubric dimension and its respective components within the context of the fractals unit.

### Instructional plans related to the rubric

#### Carlos

Benchmarks	Adaptations	Self-Determination	Transfer and Generalization
<p><i>Breadth</i> Carlos will be working on target skills of using appropriate shape terminology, and changing shapes with a model.</p> <p><i>Depth</i> A graph of data collection re: his performance will need to be included to show % level of accuracy/achievement on the benchmarks.</p> <p><i>Difficulty</i> He will work within the context of a general education activity making it curriculum-based and, if using adapted materials, resulting in evidence of age appropriate materials.</p>	<p>Carlos will use his communication board (assistive technology) and use precut shapes (adaptation)</p> <p>Notation of % of independent use of each is important.</p>	<p><i>Choices</i> Carlos will have the choice of gluing shapes or matching using adaptive keyboard and computer.</p> <p><i>Evaluation/reflection</i> He will reflect on performance by rating each skill he is working on using picture symbols of "Need to try harder", "OK", "Doing great".</p> <p><i>Use of evaluation</i> Each time he works on the skills, he will pick out the one he had identified as the lowest on the previous day's performance and concentrate on that skill.</p>	<p>Carlos will work in the general education math class as well as the library to complete research and create a Power Point.</p>

## Instructional plans related to the rubric

### Evelyn

Benchmarks	Adaptations	Self-Determination	Transfer and Generalization
<p><i>Breadth</i> Evelyn will be working on target skills of using appropriate shape terminology, and changing shapes with a model.</p> <p><i>Depth</i> A graph of data collection re: her performance will need to be included to show % level of accuracy/achievement on the benchmarks.</p> <p><i>Difficulty</i> She will work within the context of a general education activity making it curriculum-based and, if using adapted materials, resulting in evidence of age appropriate materials.</p>	<p>Evelyn will be provided with picture vocabulary cards (adaptation) and be required to learn a limited amount of information (modification).</p>	<p><i>Choices</i> Evelyn can set a goal of how many vocabulary words she would like to learn in a week</p> <p><i>Evaluation/reflection</i> She can be asked about each skill she is working on and she can rate how she does by "Not so good", "OK", "Great" and recorded by the teacher or peer</p> <p><i>Use of evaluation</i> She can review how she did the day before and decide which skill she needs to work harder on based on the previous self-rating.</p>	<p>Evelyn will work in the general education math class as well as the library to complete research and create a Power Point</p> <p>She will also take home her vocabulary words to practice writing and bring back for a homework grade.</p>

### Step 2: Define the outcome of instruction:

All students will be able to define fractals, explain the properties of fractals (self-similarity, fractional dimensions, formation by iteration), create a Koch Snowflake (see figure below), measure the perimeter, create a presentation demonstrating use of fractals. A fractal is a fragmented geometric shape that can be subdivided into parts.

Koch Snowflake



Carlos will be able to match three different geometric shapes, use communication board with shape terminology to correctly identify and request geometric shapes, use a switch to hear five facts/concepts recorded from reading, and attend 5 minutes to the activities. These all address skills identified on his IEP.

Evelyn will be able to write a definition for fractals by using picture vocabulary cards, will answer 3 questions about fractals (what is a fractal, what shape is used in a Koch Snowflake, what is something in nature that looks like a fractal?), use a ruler to measure the lines of the triangles and a calculator to add the numbers that will make up the perimeter. These all address skills identified on her IEP.

**Step 3: Identify the instructional activities and how the student will participate in each step (include supports and adaptations)**

*Reading in textbook as a class* – Carlos will have picture cards in front of him to look at and handle while listening and will use a switch to listen to facts read in the book, Evelyn will listen with help from a peer to follow along in the book. She may also identify words she can read independently.

*Web Quest* – Carlos and Evelyn will work with a peer or the teacher who will read and summarize the information.

*Worksheet* – Carlos will use his communication board to request a shape and will match geometric shapes, Evelyn will use picture vocabulary cards to copy definitions and answer targeted questions.

*Observe teacher demonstration and a computer demonstration* – Carlos will attend with occasional verbal cues from the teacher, Evelyn will attend to the demonstration and tell one thing she saw.

*Create a Koch Snowflake* – Carlos will select a shape and place it on the highlighted section of the original triangle and repeat with each iteration, Evelyn will use a ruler to draw the additional triangles to create the snowflake, use a ruler to measure the lines and use a calculator to add the perimeter.

*Research and present real life use* – Carlos will identify pictures and picture symbols that will be used in the slide show presentation created by his group and he can operate the slide show by hitting an adapted keyboard, Evelyn will type her vocabulary words into a search engine to find information and then match pictures to the summary written by the teacher or a peer to create a slide for her group's presentation. She will orally present her slide.

**Step 4: Target specific objectives from the IEP that most align with the instructional activity**

Carlos will work on matching shapes, using his communication board, and attending for 5 minutes

Evelyn will work on writing vocabulary words, answering questions, using measurement tools, and improving articulation

**Step 5: Select documentation of learning and instruction:**

Documentation could be gathered for selected elements of Review, Observation, Task. For Carlos each of the following could be collected:

**Review** – A photocopy of sheet on which he glued matching shapes. Documentation of level of independence on the use of the adaptation as well as the setting could be written by the teacher on a sticky note, thus providing evidence for Student's Use of Adaptations and Student's Demonstration of Transfer and Generalization. Photocopies of materials will indicate age appropriateness and curriculum based activities.

**Observe** – Collected data of targeted IEP objectives (e.g. matching shapes and attending for 5 min.) Data on attending to the textbook reading and research information could address an additional benchmark in Skill Set 3 Reads for Information. Additionally, the teacher can have Carlos make choices relating to achievement by providing the choice of adaptations (gluing shapes or matching using adaptive keyboard and computer), evaluate/reflect on performance by rating each skill he is working on (e.g. Need to try harder, OK, Doing great), and then use the evaluation by selecting the skill that was rated the lowest and concentrating on that area of performance. This could be documented by adding a section on the data sheet. An alternate means would be to create a sheet with the choices and have Carlos mark each and then submit the sheet as evidence for instruction upon Student's Demonstration of Self-Determination.

**Task** – This would come from an additional instructional unit.

Evidence for Evelyn may look like this:

**Review** – This would come from an additional instructional unit.

**Observe** – collected data of targeted IEP objectives (e.g. writing vocabulary words, using measurement tools). Student's Demonstration of Self-Determination requirement of making choices, evaluating performance, and using the evaluation could be incorporated into the data sheet. These could be asked orally and responses could be recorded on the data sheet.

**Task** – This would come from an additional instructional unit.

### **Step 6: Organize the documentation of learning and instruction**

Carefully organizing the collected evidence is important to the assessment process and in reviewing what has been learned, an important consideration in best practice instruction Friedman & Fisher (1998) translates "a mountain of research studies" into 15 generalizations about effective instructional practices. It is also valuable to include the student in this process so that he/she can gain more ownership over the completed portfolio. Tips for collecting and reviewing the collected pieces include:

- Create a set of folders for each student, one for math and one for reading
- Collect evidence on a routine basis and file in respective folders
- Review collected evidence two to three times per year in order to...
  - Identify gaps in evidencing elements of the rubric
  - Plan for instruction and evidence collection to fill gaps
  - Add teacher notes to document accuracy, independence level in using adaptations, settings, etc.
  - Ensure that all Review, Observation, Task components are evidenced.

## Access Skills

Standards based instruction is often a confusing concept when one is thinking of students with the most significant cognitive disabilities. Typically, instruction for these students has been constructed toward the acquisition of more traditional, “functional” skills (e.g. self care, recreation/leisure, etc.) and basic skill development in line with the developmental sequence (e.g., expressive/receptive communication, motor skill acquisition, and social skill development).

“Functional” skills, for the most part, do not reference standards so will not be included in assessments even though they must still be addressed as necessary in IEPs (IDEA; NCLB). Some of these may still be important skills for students to learn and some instruction will be geared toward their acquisition. However, the alternate assessment will not reflect this area of instruction.

The basic skills of communication, motoric ability, and social functioning can be considered differently. These skills have been taught in relative isolation as end goals in and of themselves. What is missing from this instruction is context – what does a student need to communicate, what do they need to be able to do, and what social skills do they need. By looking at these skills in the context of curriculum based instruction - what do students need to communicate during social studies, what do they need to be able to do physically during math, and how do they need to interact with others in language arts, these skills can be seen as giving access to curriculum. They are then referred to as “access skills.”

So Anita, who is looking at pictures in a Newsweek magazine during an 11<sup>th</sup> grade social studies lesson on world culture, is working on the access skill of eye gaze, in the context of an age appropriate, curriculum based activity, designed to meet her district's standards/benchmarks. Diane, a fourth grader who is working on picking up Uniflex cubes and placing them on number cards to illustrate an equation ( $3 + \square = 5$ ), is working on the access skill of reach/grasp/ release in the context of an age appropriate, curriculum based activity designed to meet her district's standards/ benchmarks. Nick, who is working on keeping his hands to himself during an 8<sup>th</sup> grade cooperative group discussing the plot elements in Number the Stars, is working on a social access skill in the context of an age appropriate, curriculum based activity designed to meet his district's standards/benchmarks.

It is important to remember that even if instruction on an access skill is said to be the primary focus for a particular student, it is important to also expect that the student will, as a result of effective instruction, learn some content, as well. By embedding skills within the context of general education activities, students are given access to the curriculum as required by IDEA and NCLB while still being provided with essential instruction on those very critical skills. This allows for a seamless transition to the acquisition of content area knowledge. With curriculum as the basis for instruction, all students will be receiving the same content. As they become more effective communicators, have increased motoric abilities, and develop more refined social skills, they will be able to demonstrate what they know about the curriculum.



Because of the requirement of both NCLB and IDEA that assessments (including alternate assessments) be focused on the “same challenging academic standards” as for all other students, evidence that documents a student’s performance solely on access skills will not score at or above the proficient level.

## **Functional Skills**

Grouped frequently into the category of “functional” skills are things such as independent living and vocational skills. These are also critical to the instruction of many students with significant cognitive disabilities must be addressed by the IEP (IDEA, 2004). Sometimes there are direct connections between these instructional priorities and the general curriculum (i.e., general education life skills classes, technology education classes, other vocational classes, etc.).

As students progress into the upper grades, the balance between academic instruction and this type of functional skill instruction becomes a challenge. Educators often begin to feel pressure to reduce the academic instruction and replace it with increasing amounts of functional skill instruction (usually independent living and vocational skills, as stated earlier). Another option that may help teams in combining both types of instruction rather than further separating them, is to look for areas within the general curriculum where these more traditional functional skills might be addressed. The Accessing General Curriculum Module and Workbook (Clayton and Burdge, 2003) has a strategy for doing this embedding of skills.

There are other times throughout the day when functional skill instruction might naturally occur. Students may have opportunities to use vending machines at lunch and count money when buying school event tickets. Dressing might be instructed when changing clothes for physical education classes or getting ready to go home. There are any number of classroom activity matrices that will assist educators in determining where and when these opportunities might naturally occur. One such matrix can be found in the Systematic Instruction and Data Collection Module (Burdge and Clayton, 2004).

The Iowa document, Model Career Education Standards and Benchmarks Including Employability Skills (Wells and Phelan, 2002), acknowledges that “All students, in order to become productive citizens and workers, need a strong continuing foundation in reading/communication/language arts, math, science, social studies and employability skills; these are essential standards and benchmarks throughout the K-12 educational cycle.” (p. 6). This document gives many classroom ideas on connecting employability skills to grade level curriculum instruction and offers a curriculum framework illustrating how employability and career education might naturally proceed throughout the general curriculum.

The instructional matrix that follows shows how a student is taught and practices functional skills within and in addition to academic skill instruction which is required to be assessed by NCLB.

### What does a student's day look like?

Instruction	Class instructional activity	Access to instructional activity	Functional Skills Instruction	Informal curriculum/embedded IEP objectives
Home room and Writing from Reading	Read 10 min. and reflect on reading in journal	Craig will listen to short pieces of text on the computer via a text reader and then will use IntelliKeys to write about the piece.	Included on the IntelliKeys is his first and last name and date that he must type each day and as often as possible he types in his address.	<ul style="list-style-type: none"> <li>• Indicate to peer that he needs assistance using his communication board (IEP objective) or just "talk"</li> </ul>
Language Arts	Reading biography of choice preparing a Biographer's chart	Craig will listen to paraphrased portions of the biography he selected and be asked to select the picture by eyegaze or tapping with wrist the one that correctly fills in the section of the chart	Craig is learning to indicate the correct answer in a manner that everyone can understand. He will practice using this skill at his weekly job site to indicate which job he has completed.	<ul style="list-style-type: none"> <li>• Listen to the teacher &amp; employer directions</li> <li>• Work on embedded IEP objective of extending his left arm to indicate a selection</li> </ul>
Transition	Going to science (no stops)	Craig checks his picture symbols schedule which reminds him of where his next class is and that there is not a break that allows for drinks	Craig works on following a routine with picture schedule prompts and staying on task which has been problematic at various job sites.	<ul style="list-style-type: none"> <li>• Smiles at people who speak to him in hall</li> <li>• Go directly to science class without stopping to look in other rooms</li> </ul>

Instruction	Class instructional activity	Access to instructional activity	Functional Skills Instruction	Informal curriculum/embedded IEP objectives
Science	Discuss the periodical table and its purpose, then complete a worksheet on periodic tables	Craig will use IntelliKeys to match the picture to the element/picture symbol/name using IntelliTalk	Craig works on matching pictures to steps of a task and also works on this in life skills class and at his job site with related tasks.	<ul style="list-style-type: none"> <li>Identifying picture symbols (IEP obj.)</li> <li>Motor skill of reaching and pressing correct key on adapted keyboard (IEP obj.)</li> </ul>
Transition	Same as first transition – uses schedule to locate destination			
Discover the Arts	Discuss elements of Impressionist painting; utilize Impressionist techniques to create a painting	<ul style="list-style-type: none"> <li>Craig will be asked to identify a selected color on the color wheel using his communication board during class discussion</li> <li>He will paint by dabbing appropriate colors on his paper</li> </ul>	<ul style="list-style-type: none"> <li>Craig will work on fine motor skills and use of assistive devices that will enable him to manipulate various devices which broaden employment possibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Communication skills to answer questions</li> <li>Motor skills to dab paint</li> <li>Appropriate social skills while working with peer</li> </ul>
Locker break	Students can go to their lockers and take a restroom break as needed	Craig leaves the nurse's station and joins a peer who has a locker next to his, allowing him time to socialize	<ul style="list-style-type: none"> <li>Craig uses a key lock which allows him independence and teaches him a skill which will transfer to home.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate social skills</li> <li>Communication skills</li> <li>Follow routine</li> </ul>
Computer Technology	Setting up timeline for civil war battles using available software	Craig uses IntelliKeys Board with overlay to type events into the software	<ul style="list-style-type: none"> <li>Working with dates reinforces calendar use.</li> </ul>	<ul style="list-style-type: none"> <li>Computer usage</li> <li>Picture identification</li> </ul>
Transition	Same as first transition – uses schedule			

Instruction	Class instructional activity	Access to instructional activity	Functional Skills Instruction	Informal curriculum/embedded IEP objectives
Social Studies	Read and discuss the civil war during the year 1864, select an event to research using classroom resources	Craig will listen to the reading and discussion. He will have pictures from the chapter and when it is discussed a peer cues him to look at them. He will choose an event and pair up with another student who selected the same event to complete research	<ul style="list-style-type: none"> <li>Craig works on active listening skills and following simple directions.</li> </ul>	<ul style="list-style-type: none"> <li>Working with peers appropriately</li> <li>Attend to teacher</li> <li>Identifying pictures</li> <li>Making choices</li> </ul>
Lunch		Craig chooses his lunch from the menu sent home each week and has the items programmed on his communication board, which he uses to request items when going through the line. He sits with peers.	<ul style="list-style-type: none"> <li>Craig eats out one day a week prior to community based instruction and he follows the same procedure using menus and to order independently.</li> </ul>	<ul style="list-style-type: none"> <li>Feeding skills</li> <li>Social skills</li> <li>Communication skills</li> </ul>
Locker break	Craig goes to the nurse's station right after lunch for medical procedures and daily stretches required for physical therapy.			
Math	Complete several examples of exponents on the board then complete the problems at the end of the chapter	The base, exponent and factors are written on small cards, Craig will look at the base and select the matching number then will count out the correct amount as signified by the exponent (e.g. $2^4 = 2 \times 2 \times 2 \times 2 = 16$ ).	Time will be taken each day during math to work on next dollar strategy, using the same counting skills as the math instruction.	<ul style="list-style-type: none"> <li>Number identification</li> <li>counting</li> </ul>

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## Section C

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### Standards and the IEP

This section offers guidance to educators in understanding the connection from the Core Content Standards and Benchmarks, to the district standards and benchmarks (including grade level standards and benchmarks) to IEPs.



## Standards Based Assessment

### IDEA Requirements

IDEA speaks specifically to the need to hold students with disabilities to the same goals and standards as students without disabilities. NCLB reinforces that same requirement with the addition that students in alternate assessments may work toward “alternate achievement” standards. Both IDEA and NCLB require that all students must be included in some form of assessment to evaluate their progress on the standards that drive the general curriculum. Because of the requirement for assessment of progress in the general curriculum, it is important for the student to have access to the curriculum on which he or she will be assessed.

In the past, there was no way to look at the progress of students with disabilities as a group because their progress was determined individually, through the IEP process. IDEA and NCLB require that scores of students be aggregated, no matter which form of the assessment they take, so for the first time their progress can be included in the total group. Also, the scores of students with disabilities must be disaggregated from the scores of student without disabilities, so their progress as a specific group can be evaluated.

The IEP team will play key roles in standards based assessment for the student with a disability in a variety of ways:

- Determining how, not if, the student will be assessed, and will document that decision on the IEP. There are basically three choices for how students with disabilities will participate in large-scale assessments:
  - In the general assessment without accommodations,
  - in the general assessment with accommodations, or
  - in the alternate assessment.(For more information regarding this decision, refer to Section A: Participation Guidelines)
- Determining the standards/benchmarks on which the student will be assessed.
- Creating standards based IEP objectives that enable the student to be involved in and progress in the general curriculum (for additional information, refer to the 5 *Phases of the IEP Process*)

Although the purpose of this guide is not to assist teams in writing IEP objectives, there may be a need to help teams make closer alignments between IEP procedures and guidelines already in place and requirements of alternate assessment. A short discussion will follow.

Research (McLaughlin et al, 1999) has documented the improved instruction resulting from the alignment of IEPs with state standards. This improved instruction was evident in increased exposure to academic content, more challenging goals and higher



expectations, more focused instruction, and increased collaboration between general and special education teachers.

In looking at these outcomes, some hallmarks of quality IEP discussions around developing standards based IEP objectives become clear:

- The IEP team needs to have copies of the (district) grade level standards and benchmarks for the grade level in which the student is enrolled.
- The IEP team should use these grade level standards as the starting point for discussion for both goal setting and instruction rather than writing a goal and then trying to match it to a grade level standard.
- The IEP team needs to include a member(s) who has expertise in what the standards mean. Generally, this will be the general education teacher who is “highly qualified” in the content area being discussed (reading, math, and/or science). Even though a general education teacher has been required to be a member of the IEP team, this has been an underutilized resource in most cases. By relying on this expert for collaboration in IEP development (as well as ongoing instructional delivery – either direct or collaboratively), students should receive improved educational focus in the content area. This expertise will be invaluable as standards are reviewed, as individual learning needs are discussed, and as annual goals and related services are specified. This content area expertise will guide teams in developing instructional programs and services which are not only appropriate to the individual needs of the student but maintain the intent of the standard, as well (hence, are “aligned”).
- Sometimes the selection of a standard/benchmark may be easily translated into a target skill (specific measurable behavior). For example, the reading CCSB “A. Students can comprehend what they read in a variety of literary and informational texts” and the 10-12 grade benchmark of “1. Students can understand stated information they have read” might easily be converted to the target skill (specific measurable behavior) of “answer multiple choice comprehension questions about grade level novels 80% of the time over 3 consecutive selections.” For other students whose performances must be measured more discretely, it might be necessary to break the skill down even further and in greater detail such as “increase content related sight word vocabulary by matching single word printed text to a picture demonstrating the meaning of the word.” Further specificity such as “using an optical scanning device” could help teams make certain that appropriate supports are identified and targeted for instruction. As student needs require more and more of this type of specificity, it is important for the content area expert team member to make sure that the increasingly detailed and individualized target skill continues to work toward the same construct as specified in the standard/benchmark for all students.
- As is the case for any IEP objective, a standards based IEP objective should address a skill that is not already in the student's repertoire or one that is there but only at a low level of accurate and/or independent performance. Objectives on which the student is close to or at mastery are not appropriate. It is also important to select an objective on which the student might be expected to achieve or make significant progress toward achieving within one school year.

Once the target skill has been written, it will be important for teams to keep in mind the “functional performance” of the skill. This does not mean functional in the traditional sense of the word but means “a description of how the student uses the (academic) skills that he/she has acquired” as stated in the *5 Phases of the IEP Process* document and training.

## Selecting Standards/Benchmarks

### Local School/District Standards

Local school/district standards likely include a wide variety of grade level benchmarks and specific standard description labels. The benchmarks articulate some of the performance expectations for the general population of students. When determining which skills the student will address in the alternate assessment, it is important to review the student's school/district standards and determine which standards will be targeted for the assessment. Educators should consider the most challenging yet achievable level of performance within the general curriculum for each student.

### Core Content Standards and Benchmarks Corresponding to the Iowa Tests –

Iowa's schools and districts, rather than the state agency, have developed local standards and assessments to measure the progress of students in the general curriculum. The federal large-scale assessment requirements apply to local educational agencies in Iowa. An alternate assessment must be based on the same curriculum frameworks as the general assessment, and must provide results that can be aggregated, disaggregated and reported by the state to the federal government. Therefore, the Iowa Alternate Assessment is based upon elements of local district curriculum frameworks and performance expectations that are consistent across all districts.

In late spring of 2003, The Iowa Department of Education compiled a set of Core Content Standards and Benchmarks Corresponding to the Iowa Tests which reflect standards in reading, math, and science (added in 2005) which are common across most or all districts in Iowa. These were then further broken down into grade level benchmarks grouped by grade spans corresponding to late elementary grades, middle school grades, and high school grades. While these Core Content Standards and Benchmarks Corresponding to the Iowa Tests are not and should not be interpreted as “state standards”, they should help districts see the commonality of what are considered to be important indicators of learning for all Iowa students.

The Core Content Standards and Benchmarks Corresponding to the Iowa Tests document contains:

- One Reading Content Standard
  - Students can comprehend what they read in a variety of literary and information texts.

- Four Math Content Standards
  - Students can understand and apply a variety of math concepts.
  - Students can understand and apply methods of estimation.
  - Students can solve a variety of math problems.
  - Students can interpret data presented in a variety of ways.
- Four Science Content Standards
  - Students can understand and apply skills used in scientific inquiry.
  - Students can understand concepts and relationships in life science.
  - Students can understand concepts and relationships in Earth/space sciences.
  - Students can understand concepts and relationships in physical science.

The Core Content Standards and Benchmarks Corresponding to the Iowa Tests document contains grade level benchmarks for each standard. The benchmarks articulate some of the performance expectations for the general population of students that are seen in most if not all districts. Educators should consider the most challenging yet achievable level of performance within the general curriculum for each student when determining the target skill for assessment.

### **Alignment of Skills, Standards, Instruction, and Assessment**

For the purposes of alternate assessment, the IEP team should select at least one standard/benchmark from the district standards/benchmarks. (For additional information on the IEP team process in selecting standards and/or target skills for assessment, please refer to *5 Phases of the IEP Process*.) This will be the primary benchmark for assessment. The IEP team may choose to select additional districts benchmarks if desired. When choosing benchmarks for students in the alternate assessment, it may be helpful to think in terms of the critical function. The critical function refers to function or purpose the behavior/skill is to serve or the outcome of the behavior/skill (White & Haring, 1980). For example, the critical function of a district standard stating, "Student analyzes characteristics of two dimensional and three dimensional geometric shapes" would be learning and applying information on geometric shapes.

Once a standard/benchmark has been selected, then evidence is collected to demonstrate the student's performance on that standard/ benchmark, making sure to cover all dimensions of the rubric. As is done for all students, instructional activities should be developed to teach district standards/benchmarks. Using the standards/benchmarks that were selected for assessment to plan instructional activities while providing necessary supports (adaptations, modifications, assistive technology) will help teach content area skills to the student. When the student is working within the general education class or the teacher is working in collaboration with the general education teacher, it may only be necessary to provide the supports given that the instructional activity has already been planned.

## Selecting Challenging, Achievable Standards/Benchmarks

For students with disabilities assessed by alternate assessments, the standards determined for a particular grade level, in most cases, may be well outside the student's present level of performance. However, it is important to consider how a student with disabilities might participate in the standards based curriculum. The following process describes how to make the achievement of the standards and benchmarks feasible and maintain the use of materials, activities and products that are chronologically age appropriate so that access to general curriculum is still being provided.

1. Select a Standard and/or Benchmark that:
  - a. is not already in the student's performance repertoire,
  - b. is addressed in the grade level curriculum,
  - c. is achievable for the student within a school year.(This can be accomplished by reviewing present level of performance from the student's IEP, educational discussions, parental input, general education teacher observations, pretests, etc.)
2. Determine what assistive technology, adaptations, or modifications the student needs to access the content. For example, one student may need step by step picture directions, another may be required only to complete the last step of a chain, while yet another may need to use a single access switch.
  - a. How does the student best understand information (written text, pictures, objects, oral directions, etc?)
  - b. How does the student best demonstrate understanding of information (e.g., writing, using pictures to express thoughts, eye gaze, adapted equipment, etc.)
3. Reduce the complexity of the benchmarks. For example, a less complex indicator for the benchmark of "Students can understand and apply concepts of geometry" may be "matches geometric shapes". While simpler, this still maintains the intent of the standard. Browder (in press) describes 4 guiding questions to help determine if a skill (or in this case, less complex indicator of the benchmark) is "really reading" or "really math:"
  - Is there a direct link/connection to a state (district) standard?
  - Do the data reflect performance in either reading or math?
  - Would a general education teacher agree that it is reading or math?
  - Is there a connection to general education classroom usefulness?
4. Embed other IEP objectives within the grade level curriculum instruction and activities.

Information included in the Access General Curriculum Module (Clayton and Burdge, 2003) may be helpful to reference.

## Function of the Alternate Assessment

This process encourages teaching students to district content standards, the underlying intent of IDEA, Iowa Chapter 12, and No Child Left Behind. Additionally, it captures information being gathered during instruction rather than halting instruction for hours of assessment for each student. The option of choosing a skill based on standards/benchmarks that also aligns with the student's IEP skill will further merge instruction and assessment. In Iowa, this process is further facilitated by the requirement that all students have standards based IEPs.

The function of alternate assessment is to provide reliable information on student performance indicators and to provide local and state education agencies with meaningful information on the efficacy of educational practice; specifically, student involvement and progress in achieving standards and benchmarks which are instructed through the general curriculum. It is this aspect - involvement and progress in the general curriculum - that distinguishes IDEA and NCLB. Although the access to the general education mandate does not specifically speak to the issue of "where" the student is educated, it is clear that to ensure that students gain access to the general curriculum in meaningful ways, efforts must be made to actively involve them in typical educational settings to the maximum extent appropriate. Indeed, a statement in the IEP must be provided on the extent to which program modifications and supports are provided so that the student can be educated and interact with children without disabilities. Consequently, IEP teams need to consider the placement implications of the access mandate; that is, to ensure that students have access to a challenging curriculum and be held to high expectations, efforts must be made to maximize their participation in the general education classroom. By doing so, the goals of IDEA and NCLB are truly realized. The Integration Module (Burdge and Clayton, 2004) will give IEP teams guidance and current research on integrated/inclusive education.

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## Section D

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### Rubric

This section offers guidance to educators in how student performance is measured. The combination rubric allows an easy correlation between the rubric language and how that language is operationalized for scoring (calibrated rubric). Following the rubric are scoring criteria/explanations which give further information about each rubric dimension.

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### **Rubric**

The rubric has been written to illustrate what students should be able to demonstrate at each of the three performance levels (basic, proficient, and advanced) and in each dimension of the rubric (performance, adaptations, self determination, transfer and generalization). The language of the rubric is written in broad, general terms.

For the purposes of portfolio development and scoring, these rubric terms need to be more specific in terms of what is actually required to be documented. The combination rubric (rubric plus calibrated rubric) serves this purpose by providing more detailed descriptions of terms and quantifying the amount of evidence for each performance level.



**Rubric**

<b>Dimensions</b>	<b>Level 1 basic</b>	<b>Level 2 proficient</b>	<b>Level 3 advanced</b>
<b>Student's Achievement of Benchmarks</b>	Evidence that the student demonstrates little to no degree of breadth, depth, and difficulty of skills related to core content standards and benchmarks	Evidence that the student demonstrates some degree of breadth, depth, and difficulty of skills related to core content standards and benchmarks	Evidence that the student demonstrates a substantial degree of breadth, depth and difficulty of skills related to core content standards and benchmarks
	Evidence shows: <i>Breadth</i> – no achievement on primary benchmark <i>Depth</i> – level of achievement/accuracy (0 – 25%) <i>Difficulty</i> – neither age appropriate nor curriculum based activities	Evidence shows: <i>Breadth</i> – achievement on primary benchmark <i>Depth</i> – level of achievement/accuracy (26% - 80%) <i>Difficulty</i> – age appropriate or curriculum based activities	Evidence shows: <i>Breadth</i> – achievement on primary benchmark and on one additional standard/benchmark <i>Depth</i> – level of achievement/accuracy (81 – 100%) <i>Difficulty</i> – both age appropriate and curriculum based activities
<b>Student's Independent Use of Adaptations</b>	Evidence that the student does not use or uses to a limited degree of independence adaptations, modifications, and/or assistive technology; or adaptations, modifications, and/or assistive technology are not available	Evidence that the student uses adaptations, modifications, and/or assistive technology; evidence that the student uses adaptations with some degree of independence	Evidence that student uses adaptations, modifications, and/or assistive technology as appropriate; evidence that student independently uses adaptations
	Evidence shows: Student uses available adaptations/modifications/ assistive technology independently (0 - 25%)	Evidence shows: Student uses available adaptations/modifications/ assistive technology independently (26 – 80%)	Evidence shows: Student uses available adaptations/modifications/ assistive technology independently (81 – 100%)
<b>Student's Demonstration of Self-Determination</b>	Evidence that the student does not make or makes limited choices; evidence that the student does not reflect on and/or evaluate performance	Evidence that the student makes choices and reflects on and/or evaluates his/her performance	Evidence that the student makes choices, reflects on and/or evaluates his/her performance, and uses these to adjust his/her performance
	Evidence shows: <i>Choices</i> – no choices or choices not related to content area activity (e.g., food, drink, clothing, colors, friends) <i>Evaluation/reflection</i> – no evaluation/reflection <i>Use of Evaluation</i> – no use of evaluation	Evidence shows: <i>Choices</i> – student makes choices related to content area activity or performance on standard /benchmark (goal setting, learning strategies, format, adaptations, etc.) <i>Evaluation/reflection</i> – student evaluates/reflects on performance on the content area standard (comparison of performance to performance or performance to the standard, etc.) <i>Use of Evaluation</i> – no use of evaluation	Evidence shows: <i>Choices</i> – student makes choices related to content area activity or performance on standard/benchmark (materials, goal setting, learning strategies, format, adaptations, etc.) <i>Evaluation/reflection</i> – student evaluates/reflects on performance on the content area standard (comparison of performance to performance or performance to the standard, etc.) <i>Use of Evaluation</i> – evaluation/reflection used to adjust performance based on evaluation/reflection
<b>Student's Demonstration of Transfer and Generalization</b>	Evidence that the student demonstrates skills related to the content area standard(s) which are practiced and/or learned in one setting	Evidence that the student demonstrates skills related to the content area standard(s) which are practiced and/or learned in a few settings	Evidence that the student demonstrates skills related to the content area standard(s) which are practiced and/or learned in a variety of settings
	Evidence shows: Student demonstrates skills and concepts practiced and/or learned in one setting	Evidence shows: Student demonstrates skills and concepts practiced and/or learned in two or three settings	Evidence shows: Student demonstrates skills and concepts practiced and/or learned in four or more settings

## Scoring Criteria Explanations

### **Student's Achievement of Benchmarks**

This dimension examines the student's work toward achievement of the selected, grade level, district *benchmark(s)*. The *breadth* of that *performance* looks at how the student demonstrates work toward related *standard(s)/benchmark(s)* in that *content area*.

*Breadth* is documented by the Review and Task assessment strategies. Performance on interrelated standards/benchmarks shows a higher degree of skill/ learning. The majority of evidence in the portfolio should show documentation of the primary standard toward which the student is working and has been specified on the portfolio cover sheet.

Documentation of all 3 assessment strategies (review, observation, and task) must be included on this primary standard/benchmark to achieve a level of proficiency. In order to show a higher level of student achievement on the rubric, documentation that the student is working on at least 1 additional standard/benchmark within that content area must be included. This additional standard/benchmark needs to have 2 pieces of evidence to document the student's performance. That evidence must be both review and task (see Review, Observation, Task section for further information on criteria for review and task) and must come from different instructional units of study than evidence on the primary standard/benchmark. Review and task must come from different instructional units of study, as well. In the context of the Iowa Alternate Assessment, a unit of study is defined as "a segment of instruction focused on a particular topic. School courses are frequently divided into units lasting from one to six weeks. For example, an American history course might include a four-week unit on The Westward Movement" (ASCD, retrieved from the web 8/3/05).

The *depth* of performance refers to the accuracy of the student's performance (i.e., how much of the work is correct). Expressing *depth* (accuracy of performance) in percentage allows a level of student achievement of the benchmarks to be clearly documented.

*Depth* must be documented by the observation strategy and must have a summative percentage. See Review, Observation, Task section for further information on criteria for observation.

The *difficulty* has to do with the student's performance in instructional activities that are based upon *general education curriculum* that other students of the same chronological age (*age appropriate*) would be engaged in and is indicated by using the same materials and instructional activities as other students. Curriculum based activities most easily come from collaboration with general education specialists/teachers. The development of these activities generally begins with looking at the school/district standards. The standards are broad statements about what students should know and be able to do regarding a specific educational outcome. From that start, grade level curricula based upon grade level standards are developed (e.g. while the standard may read the same at

all grade levels “*Students can interpret data in a variety of ways*”, the criteria for student performance will be different at each grade level). Then teachers develop specific classroom instructional activities to teach that skill/concept – curriculum based activities. Students who are in the alternate assessment should take part in those same activities even though their outcomes may be different and less complex. For example, if students in the 8<sup>th</sup> grade are analyzing sports data, Priti, a student with significant disabilities, is learning to identify single digit numbers within that same general education, curriculum based activity. This affords Priti the opportunity to practice the skill that is most important for her at this time while also giving her access to the same information and instruction that other students are receiving. In order for Priti to demonstrate her level of performance on the grade level standard, she must also do some data analysis. NCLB guidance allows this performance to be less complex than the performance expected of typical peers. For example, while typical peers might be looking at various types of data displays (line, bar, and pie charts, data tables, etc.) to determine trends and make predictions about the outcomes of future sporting events, Priti might be identifying which (textured) bar graph column representing wins of 2 different sports teams is “more.”

Showing that student work is curriculum based can be accomplished in a variety of ways:

- Showing comparable peer work and clearly documenting grade level
- Note from a general education teacher clearly stating curriculum is from grade level curriculum
- Note from a special education teacher specifically stating the text chapter, unit, grade level etc. from which the activity is derived
- General education lesson plan documenting grade level

There may be additional ways to indicate the grade level curriculum connection. It is important, however, it make sure that the connection is specific. It will not be enough to have statements such as “All 11<sup>th</sup> graders ...”, “4<sup>th</sup> graders all take health class”, “8<sup>th</sup> graders learn to budget,” etc.

Age appropriateness looks at how closely the materials, activities, and grade level standards/benchmarks involved in the education and instruction of students with disabilities match the materials, activities, and grade level standards/benchmarks used in the education and instruction of students without disabilities. The age appropriate consideration gives a 5 year age range of anywhere from 2 years younger up to 2 years older than the age of the targeted student with disabilities. By relying on grade level appropriate, curriculum based activities and materials, age appropriateness is guaranteed.

When students of different age levels are in the same class together (e.g. self contained units), providing different age appropriate instruction for each student is difficult. However, grade level considerations should be made on an individual basis in order to deliver the most appropriate instruction for each student. In an effort to ease the instructional difficulties arising from these configurations, some programs deliver to all students instruction geared toward one specific grade level. While making instructional delivery more convenient, grouping all students with severe disabilities into one grade level for ease of instruction is not an effective practice. For example, delivering only

fourth grade content area instruction to a self contained class of students with severe disabilities only ensures that some students never receive the 3<sup>rd</sup> nor 5<sup>th</sup> grade curriculum. Allowing for this practice to continue does not facilitate transition but only allows for the acceptance of less than best practice instruction.

**Achievement/Accuracy:** degree/level of correct performance

**Age Appropriate:** materials and activities that reflect the chronological age of a student (can be within a 2 years younger to 2 years older age range)

**Benchmarks:** measurable and observable component of each grade level, district school standard; should relate to IEP goals.

**Breadth:** evidence of a variety of benchmarks and assessment strategies within curriculum based learning activities

**Curriculum Based:** instructional activities from the age appropriate, grade level, general curriculum

**Depth:** level of achievement/accuracy of a benchmark

**Difficulty:** the degree of alignment of a student's performance to age-appropriate, general education, grade level curriculum based instructional activities

**Standards:** broad statements about what students should know and be able to do; maybe either comprehensive or organized by specific grade level expectations.

### **Student's Independent Use of Adaptations**

This dimension examines the student's use of *adaptations, modifications, and/or assistive technology* and how independently the student uses those supports. The student should demonstrate the use of at least one of the 3 types of supports (adaptations, modifications, assistive technology) but does not have to use all three. The *supports* used for assessment should be the same as those the student requires and uses during instruction. Supports should be easy for the student to use and serve to make learning/performing within the context of general curriculum instruction more accessible and meaningful. Independent use of adaptations is important for the student and can be documented by any 3 of Review, Observation, Task strategies, but must be clearly documented and include a summative percentage of the student's level of independent use.

Wehmeyer (2002) proposes that supports should:

- be developed using the general curriculum as the benchmark from which personalized adaptations, modifications, and/or assistive technologies are designed.
- present and allow demonstration in a manner meaningful to the individual student rather than water down the curriculum.
- provide the student an independent means in which to access and interact with the curriculum and ultimately, post school activities.

He then states that by beginning with the general curriculum and creating individualized supports, high standards and high expectations will be established. Further information re: the development and use of adaptations can be found in the AMAT module (Denham and Clayton, 2004).

Adaptations are changes that are made to materials that the student uses or how the instruction is delivered to the student (e.g. different modalities, manipulatives, etc.). Modifications are changes in what the student is expected to learn within the grade level curriculum (e.g. one vocabulary word from a chapter in a novel instead of 10). Adaptations (including those made to instructional delivery), modifications, and assistive technology should serve to help the student perform more independently within the current and future environments. The independent use of the support should be measured separately from the content being instructed, thus the independence level of using picture symbols would be measured rather than measuring answering questions about the content. Expressing the student's independent use of available adaptations, modifications, and/or assistive technology in percentages is required in order to effectively document this area of the rubric and can be noted on work samples or by data collection. Monitoring independent use will also help in determining appropriateness of the selected support.

It is important not to confuse adaptations, modifications and instructional delivery with instructional strategies. Instructional strategies include time delay, task analysis, backward and forward chaining, and system of least prompts. While these components of systematic instruction are extremely important in teaching the student new skills and information, they do not necessarily make the student's performance more independent. Supports that require other people such as scribes and readers, while important for some students in assessment and instruction, should not be thought of as adaptations as they do not allow a student to be independent.

**Adaptations:** changes made to existing materials or instructional delivery in order to meet the needs of a student

**Modifications:** substantial changes from the grade level curriculum in what a student is expected to learn and/or demonstrate

**Assistive Technology:** devices/equipment used to assist students in developing and participating in meaningful standards based instruction

**Independence:** student performances that are done spontaneously without cues and prompts other than those that occur naturally (i.e., "authentic")

### **Student's Demonstration of Self Determination**

This dimension examines the student's level of *self-determination* within instructional activities that address the selected standard/benchmark. The control the student exerts over the learning activity/situation/environment and/or over his/her own performance can be reflected in the types of *choices* he/she makes, *reflecting* upon his/her work, *evaluating* his/her performance, and *using* that reflection/evaluation to make adjustments in future performances or set new goals (*adjust performance*). Self-determination is a process that continues across one's life span so ongoing instruction is acceptable (the student does not need to demonstrate self-determination completely independently). Self determination components may be documented by any of the Review, Observation, Task strategies.

Student choice and control has major impacts upon student performance. Students

without disabilities make many choices as a matter of daily living. Many factors, including low expectations, ineffective communication skills, etc., contribute to the relative lack of choices or limited choices available to students with disabilities. Besides the effect of improvement of performance, learning to make good choices is a skill that can and should be directly instructed.

Reflecting upon one's work is the next step in learning self determination. Reviewing one's own performance draws attention to factors such as accuracy and independence and conveys an attitude of importance to the work and the performance. Evaluating the work and performance (i.e. is it better than before?, did I do a good job?, etc.), helps the student learn what is expected and what level of performance is acceptable. Students may need instruction and guidance to make valid reflections. Instruction is essential to learning to reflect and evaluate one's own work.

The use of evaluation gives the student the opportunity to focus upon that part of his/her performance that needs improvement. In that way, the student can have a clear expectation of what improvement needs to be made. The student can then concentrate on that particular area of performance (i.e., adjust performance). For example, Robert and his teacher review his performance on touching pictures that represent printed words from a science lesson. They talk about the difficulty in determining which picture Robert touches because he uses his whole hand (palm) which often covers more than one picture ("reflection"). They decide together that the next time Robert needs to use his index finger to touch the picture. During the next instructional session the teacher reminded him of his previous reflection and he attempted to point with his finger (i.e., use of evaluation to adjust performance).

**Self-Determination:** the ability to control basic decisions and directions of one's life

**Choices:** student selections within the context of instruction

**Limited Choices:** choices that do not have a high impact on learning such as preferences of food, drink, color, clothing, friends, etc.

**Reflect/Evaluate:** reviewing one's performance and/or identifying the quality of one's performance and the components involved in that performance

**Adjust Performance:** using reflection/evaluation to make critical decisions regarding future performances

### **Student's Demonstration of Transfer and Generalization**

*Transfer and generalization* is especially important for students who meet the criteria for alternate assessment. The students who meet these criteria have documented difficulties with making generalizations and demonstrating skills across natural environments. Natural environments would be places and/or contexts in which age appropriate peers would be expected to learn, interact, and work. For students, the most common environments would be the general education classroom and related settings (e.g., school library, cafeteria, computer lab). By providing instructional opportunities not only in the settings alongside general education classmates there will be better models, higher expectations, increased communication and social interaction opportunities, numerous occasions for unintended learning (e.g., waiting, turn taking, attending, organizational

skills responsibility, independence). Generalization can take place across people, activities, materials, and settings; however, the alternate assessment is specifically designed to assess generalization across *settings* only. The very nature of different settings implies that the people, activities, and materials will be different, as well. In order for settings to be valid in terms of assessment, the student must show demonstration of skills or learning/instruction in those places. Settings that are not instructional in nature would not fulfill this criterion. Educational contexts may be considered different settings. For example, some elementary school students spend their entire day within the 4 walls of the 4<sup>th</sup> grade classroom. However, in addition to decoding strategies in language arts “class,” they also use those strategies in science with vocabulary related to those concepts. Even though those 2 contexts are within the same 4 walls, they are considered to be settings as they require a different behavior repertoire. Conversely, settings that are essentially the same in terms of behavior repertoire (e.g. Rite-Aid vs. Walgreens) are not considered to be different settings. Related to this is the use of different instructional times and groupings as different contexts (e.g., teacher time, individual time, group time, etc.). These situations do not meet the criteria for different contexts and are not considered to be different settings for scoring. *Transfer and Generalization* may be documented by any of the Review, Observation, Task strategies and are totaled across the content area (both benchmarks if 2 are present).

As a matter of best practice instruction, it is important to use settings that make sense. Thought should be given as to where it is appropriate to learn, practice, and/or apply skills. Settings that don't make instructional sense (e.g. rote memorization of multiplication tables in the swimming pool) will not be used in scoring. Additionally, other classes may be wonderful places to practice and apply skills in reading and math but few students actually learn to read in science class. Prioritization should be given to content area classes for learning content area skills.

We all agree that there are numerous opportunities across the curriculum to practice, apply, and generalize reading and math skills. The embedding of these skills within classes focused toward the learning of other content is not only essential to accessing that content but to reinforcing reading and math skills, as well. Additionally, these other content area classes are sometimes perceived to be “easier” to integrate students into due to the fact that some of the skills are more “hands on” and less abstract. (However, this perception is sometimes true and sometimes not. It always makes sense to carefully challenge our long held assumptions in the light of current reality.)

While we do not mean to discourage the use of classes other than language arts and math, we do want to say this is not enough. The in-depth instruction necessary for most students to become proficient in reading and math makes it imperative to include students, if not in general education language arts and math classes, at least in instruction following the core curriculum in those two content areas. Students must receive direct, explicit instruction in the language arts and math curricula in order to effectively use those skills across other curriculum areas. Even though generalization opportunities may be planned for simultaneously with instruction in language arts and math, they cannot take the place of critical content area instruction. To focus solely on the use of language arts and math as components of other content areas is to ignore the importance of

curriculum instruction in those two areas.

Therefore, it is our position that opportunities to generalize language arts and math skills while accessing other curriculum learning should be encouraged, they must also be taught within the contexts of general language arts and math curriculum content area instruction (integration into general education classes would be most effective but curriculum instruction regardless of placement is essential).

To some degree, this position may transfer into the area of science, as well. Certainly, science would include health classes, chemistry, biology, etc. These are clearly connected to the learning of science concepts and curriculum. However, there may be other contexts in which scientific concepts can be embedded. The one that comes most quickly to mind is cooking. Cooking is based upon science. However, cooking is most often just cooking and no scientific concepts are brought into the instruction. If they are then those classes could be utilized for opportunities to generalize scientific concepts and skills. The same would hold true for "greenhouse" contexts, recycling, and some tech. ed. types of classes. But, again, that would not be enough. Direct, explicit instruction in core science curriculum is necessary for all students.

**Transfer and Generalization:** the ability to use a skill in more than one setting

**Settings:** instructional environments where the learning, practice, and demonstration of skills occurs

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## Section E

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### **Alternate Assessment Model (Review, Observation, Task)**

This section specifies the three measures of student performance that should be included in each content area portfolio. Numerous examples of portfolio evidence illustrate each assessment strategy.



## **Rationale for a Body of Evidence (Portfolio)**

Alternate assessment portfolios represent a complete approach to documenting student learning and progress. Portfolios showcase student work so that learning across content areas can be assessed in a comprehensive way. The philosophy of performance-based portfolio assessments supports multiple methods of student evaluation that:

- allow students to demonstrate strengths, knowledge, skills, and independence,
- merge the processes of instruction and assessment,
- encourage the student to engage in learning that is meaningful and appropriate, and
- provide multiple opportunities for measuring significant progress.

In effective learning environments, assessment and instruction are inexorably linked. High quality assessment practices provide information upon which to base ongoing instructional improvement that is responsive to student needs.

Aside from the use of a portfolio to capture evidence of student learning, an extension of this philosophy also considers that students with severe or multiple disabilities are valued and contributing members of their communities. The portfolio assessment promotes a vision of enhancing capacities and life opportunities for students who experience disabilities. Positive results are expected from these students upon completion of schooling. These results include living, working, and contributing to local communities in meaningful and positive ways. The IAA embodies sound, research based best practices that reflect instruction for students with disabilities.

The alternate portfolio assessment also facilitates:

- opportunities for choice and instruction in self-determination that leads to self-advocacy.
- partnerships with families in the development of the Transition Plan or IEP.
- related services (speech/language, physical/occupational therapy) provided through a transdisciplinary approach
- goals and objectives from the student's IEP embedded into real-life, authentic activities with natural performance demands. These can occur in a variety of settings.
- a range of curricular options based upon grade level, school/district standards.
- use of materials, accommodations, assistive technology, and instructional techniques that are commensurate with chronological age.

The alternate portfolio assessment fulfills the underlying intents of IDEA and NCLB, which are to hold schools, districts, and states accountable for student progress within district grade level, content standards and on the general curriculum and use the assessment information to improve instruction.

## Quality Evidence

Portfolios are most effective when they employ a range of media, strategies, and approaches to document student learning. For example, videotape, data charts, and a variety of student work samples can present vivid and compelling evidence of student achievement when each of these supports and reinforces one another (a concept known as *triangulation*). High-quality work is produced when students address appropriately challenging, grade level curriculum based subject matter developed toward achievement of standards and engage in tasks that require multiple steps to complete. Products resulting from such activities are ideal for including in the alternate assessment portfolio because they provide clear, detailed, and original evidence that learning has occurred.

Portfolio products must be, to the maximum extent possible, the original work of the student. When work is produced by others for the student, or demands little effort on the part of the student, or documents only how well a student has memorized information, it provides neither the depth nor the richness of information required by reviewers to adequately score the portfolio entry.

The Iowa Alternate Assessment (IAA) portfolio should, in all cases, acknowledge and value the student as the primary creator, author, and owner of his or her portfolio products. Indirect evidence provided by peers, parents, employers, and others may be included in the portfolio as long as it supports and enhances, rather than discourages or diminishes, the student's best effort to present his or her accomplishments. The intent is for such evidence to present a more complete understanding of the student's performance, without substituting the work of others.

The Iowa alternate assessment is constructed around the RIOT model developed by the National Association of School Psychologists (1994) to assist teams in determining the appropriate services students may need. It was felt by the advisory committee that the RIOT model embodied the multiple means of information gathering that would be necessary to develop a quality alternate assessment for students with disabilities. The advisory committee borrowed the basic procedure and altered it to fit the requirements of the Iowa Alternate Assessment.

## Components of Review, Observation, Task

Collecting quality evidence according to the Review, Observation, Task model gives teachers many options in documenting performance. This triangulated approach gives a more complete picture of a student's work toward skills and standards than might be obtained from one assessment strategy. It is important to remember that documentation of student performance may include information regarding more than one dimension of the rubric. However, it will probably require more than one piece of documentation to cover all the necessary dimensions of the rubric. The Review, Observation, Task model gives the opportunity for a comprehensive collection of quality evidence.

At least one piece of evidence from each assessment strategy of the Review, Observation,

Task model re: the primary benchmark must be included in order for each entry (i.e., Reading and Math) to adequately document student performance. The omission of one or more assessment strategies will prevent the student from scoring at the proficiency level (Level 2).

The Review, Observation, Task assessment strategies include:

**Review** – The Review strategy consists of a collection of student work related to the standard/benchmark/skill being assessed. Student generated work samples should be used as the primary data source in a body of evidence. This would typically include such student work as work samples, projects, worksheets, written pieces, reading lists, and so forth.

Review evidence can document several dimensions of the rubric, such as breadth, independent use of adaptations, choices, evaluation/reflection, use of evaluation, and transfer and generalization. **It must show age appropriateness and grade level curriculum connections for the strategy to be considered useable for scoring**. If the review strategy is not present on the primary benchmark, scores in Achievement of Benchmarks (breadth and difficulty) will be affected. For further information, see the Section D: Rubric.

Typical paper/pencil samples of student work may not be feasible for a very small number of students in the alternate assessment system. But it is possible to develop and collect permanent work samples and products from these students. A detailed step by step process for generating student work that can be used in the alternate assessment system follows:

For example, the instructional unit on the play, “The Miracle Worker” by William Gibson has the following instructional activities:

- Read the play in class with students reading as various characters.
- View a local theater production of “The Miracle Worker”
- Take journal notes on the characters from the play
- Complete a chart for three of the characters which identifies tragic flaws, adversaries to overcome, and heroic characteristics.
- Write a promotional type summary of the play which includes some information on the characters as identified from the notes and the chart as well as pictures (drawn, from the play, or the internet).

These instructional activities meet the criteria for providing rich instruction that has value beyond the classroom, is used in real-life, is interesting and engaging, and accomplishes the “work of the discipline” (Wiggins & McTighe, 1998). Furthermore, each of these activities yields a product.

Vicky, a student with significant disabilities can participate in all of these activities working on skills from her IEP. For example:

- Reading in class by using a switch activated tape player or computer with text reader (Student's Independent Use of Adaptations)
- View the play (Student's Demonstration of Transfer and Generalization)
- Choosing from choices of pictures which character(s) to focus on (Student's Demonstration of Self Determination)
- Using an adapted keyboard with switch attached to scan, write information about characters with picture symbols and type brochure (Student's Independent Use of Adaptations)
- Choosing the best photographs for the brochure (Student's Use of Self-Determination)
- Answering yes/no questions about the play and the characters (Student's Achievement of Benchmarks)

The following evidence could be included in Vicky's portfolio:

- Anecdotal data taken on use of switch to read in class paired with a picture of her doing so
- Print out of character information that she created using an adapted keyboard and picture symbols
- The completed brochure
- A note from the peer about Vicky's participation at the play and in the class reading
- Graphed instructional data from Vicky answering yes/no questions about the play and the characters

More examples of review samples may be found in the corresponding instructional modules, specifically "Accessing the General Curriculum."

In some very rare instances and only for a very small number of students, a series of photos can take the place of student work. These photos, in order to be considered review evidence must be sequential, clearly captioned, and show the student performing. Another way to think of this might be like stills from a videotape. However, the caution to not use this unless absolutely necessary cannot be overstated as this evidence is difficult to see and score. It would be better to adapt so a student product can be completed by the student or submit a videotape of the student's performance. See page 12 for videotape protocol

**Observe** - The Observation strategy is data collected over time on student performance related to the standard/benchmark. This should be very familiar to special education teachers and is required for student performance related to depth (level of achievement/accuracy).

The IAA scoring in this area (depth) is concerned not with progress of the student but instead, status (i.e. at what level is he/she achieving right now). It is summative in nature. The depth (level of achievement/accuracy) must specify the student's level of performance status at the end of the assessment collection period and be expressed as a



summative percentage. Therefore, programs are required to provide a summative score (in percent) of the student's achievement level.

Observation evidence can show several dimensions of the rubric, such as independent use of adaptations, choices, evaluation/reflection, use of evaluation, and transfer and generalization. **It must show depth by the clear specification of a summative percentage indicating the level of student achievement related to the benchmark.** For further information, see Section D: Rubric.

**Data for the IAA must be graphed with these elements clearly identified and in place:**

- Key (if acronyms, abbreviations, or symbols are used within the graph, explain what they mean)
- Vertical and horizontal axis clearly labeled (what do the columns and rows represent?)
- Targeted skill being measured (what observable behavior is being measured, not the standard)
- Dates of data collection
- Weekly data points for at least 12 weeks
- (Settings where data was collected may also be included on the graph but not necessary)

**If these elements are not present, then the graph cannot be scored.** If observation strategy is missing or unscorable due to missing elements, Depth will score a Level 1. Other elements of instruction or performance may be included but are not necessary for the purpose of the IAA (e.g., settings).

Collecting these observational data over time can be challenging, particularly if the observer is unclear about what he or she should be observing. The first section outlines seven steps for collecting student performance data that is considered a primary data source, which provides direct evidence of student performance. The examples should be viewed only as illustrations of each step in data collection. When working towards the goal of assessment, care should be taken to ensure that the skills being observed and monitored are directly related to achievement of the grade level content standard. For related information, refer to Section B: Merging Assessment and Instruction and Section C: Standards and the IEP.

### *Steps for Collecting Primary Data*

#### **Step 1**

**Clearly define the target behavior/skill to be observed.**

*The target behavior in each of these examples has been underlined. These can come from the student's IEP. Further information regarding the IEP process can be found in 5 Phases of the IEP Process, Iowa Department of Education, Bureau of Children, Family and Community Service.*

- Chantall will reach and grasp an object related to a book four out of five

- opportunities over three consecutive days.
- Jeremy will choose among three geometric shapes four out of five opportunities over five consecutive days.
- Andrea will count her change correctly and independently three out of three times.
- Enrique will read the directions correctly and independently five out of five opportunities.

## Step 2

### **Define the mastery criterion.**

*The criterion in each of these examples has been underlined.*

- Chantall will reach and grasp an object related to a book four out of five times over three consecutive days.
- Jeremy will choose among three geometric shapes four out of five times or 80% of the opportunities.
- Andrea will count her change correctly and independently four out of five trips to the store.
- Enrique will read the directions correctly five out of five opportunities over three consecutive days.

## Step 3

### **List a sample of activities in which the student will perform the behavior.**

*Sample activities are underlined.*

- Chantall will reach and grasp four out of five times over three consecutive days in the following activities: reading, turning pages, using markers or stamps, receiving a worksheet, handing in reading home work.
- Jeremy will choose between three geometric shapes four out of five opportunities in the following activities: making a collage, building a model, creating a tangram, matching shapes in a hidden picture worksheet.
- Andrea will count her change correctly three out of three times for three opportunities in the following activities: purchasing from vending machine, purchasing lunch, purchasing supplies at the school store, purchasing a snack.
- Enrique will read the directions correctly five out of five opportunities in the following activities: prepare a snack, assemble a model, fill out a form, use a vending machine, and use an appliance.

## Step 4

### **Determine an appropriate systematic instructional technique.**

A systematic instructional procedure such as time-delay or system-of-prompts yields positive results.

## Step 5

### **Design a data collection sheet and collect the data.**

Identify the activity and the dates when data are collected.

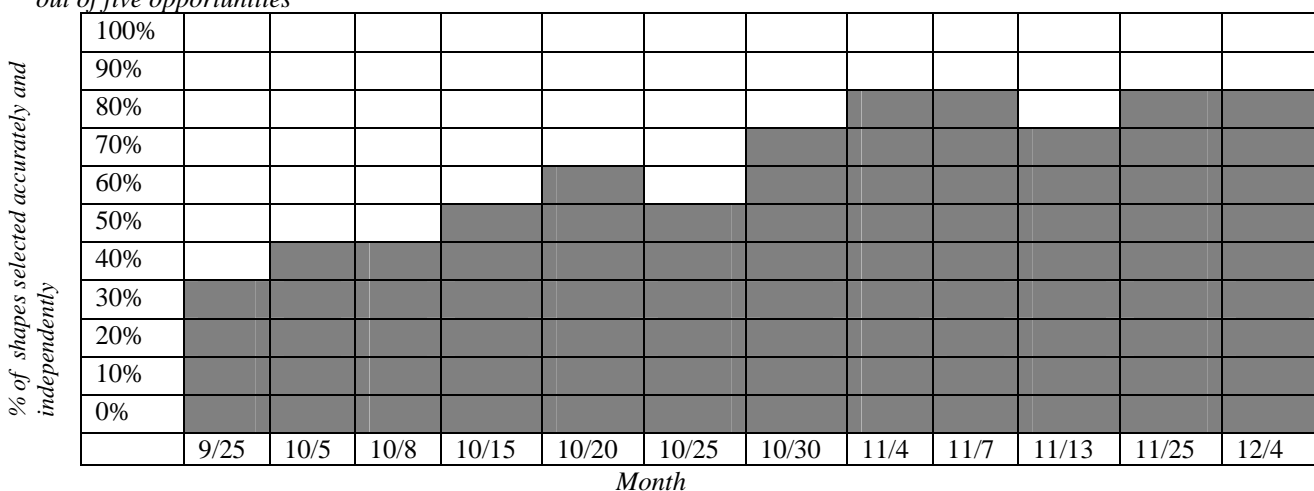
Behavior	Activity	Date					Settings	Notes
		8/9	8/12	8/16				
Choose between 3 items	Pictures	V+	V+	I+			Class	
	Words	-	M+_	V+			Computer	
	Books	-	-	I+			Class	
	Tapes	P+	V+	V+			Library	
	activities	-	-	-			science	
Criterion 4/5 correct with verbal prompt or independent		10%	20%	40%				
Code: (+) = Correct (-)= Incorrect (I)=Independent (V)= Verbal Prompt (M)=Model Prompt (P)= Physical Prompt								

### Step 6

#### Graph the data.

The graph must be labeled to clearly identify the information.

*Targeted skill: Jeremy will choose between three geometric shapes independently with 80% accuracy four out of five opportunities*



More examples of data collection and systematic instruction may be found in the corresponding instructional modules, specifically Systematic Instruction and Data Collection (Burdge and Clayton, 2003). Additionally, The Iowa processes of progress monitoring and mastery monitoring give excellent guidance from the selecting of targeted objectives/benchmarks, setting criterion for achievement, data analysis, and instructional intervention. The Iowa Special Education Effectiveness (I-SEE) document and process is another comprehensive resource re: data based decision making.

**Task** – The task is a direct, on-demand measure of skills, usually in a one-on-one assessment situation. A task requires that a student create an answer or product that demonstrates his/her knowledge or skill. Including a task allows an implementer to develop an aligned activity and use it with several students to gain an understanding

about how students in the classroom, school, and even district are doing on the same set of skills.

It is a systematic and structured method of directly gathering data according to predetermined set of steps, administered under defined conditions, and with specific student outcomes in mind. A performance task should be interesting and related to the student's daily instructional routine(s) (i.e. be "authentic"). It should be connected to what has been taught. Some general education tasks to consider might be:

**Reading:**

- Construct a timeline of events within a grade level novel
- Select a character (fiction or non-fiction) and develop a character web
- Compare and contrast elements of 2 grade level reading selections using some form of graphic organizer (e.g. Venn diagram)

**Math**

- Construct a graphic display of sports data and analyze to predict who will win the next event
- Develop a blueprint for a city park of a certain acreage including features such as a swimming pool, playground, tennis court, and ball field.
- Develop an itinerary for a trip of your choice using a preset budget (include budget items such as food, travel costs, lodging, entertainment, etc.)

**Science**

- Select a set of living or non-living things, devise a classification scheme, classify them, and determine what worked about your scheme and what did not work
- Conduct an experiment (using the process of scientific inquiry) on the growth of soybean seeds
- Select an animal on the endangered species list and design a zoological display that would meet its needs

Of course, it will be essential to link the task to the standard being assessed and would be much more closely linked to the general curriculum if it paralleled what other students in that same grade level at the same school or district were doing. Many AEAs have developed performance tasks for typical students. These would be good starting points for the development of tasks for the alternate assessment.

**In order to be scored as a task, it must show several critical elements:**

- Connection to the age appropriate, general education curriculum
- Age appropriate materials and activities
- General education learning activity broken down into steps (at least one of which is connected to the district benchmark it purports to evidence)
- Student responses to each step are clearly reported.

If the task is not able to be scored due to missing elements or missing entirely, the score in Achievement of Benchmarks: breadth will be affected and possibly difficulty (if the problems are with age appropriateness or curriculum based).

A task is not an anecdotal recording of a student's performance. Nor is it a skills checklist (e.g. Brigance Comprehensive Diagnostic Inventory of Basic Skills or any other similarly developed and organized tool).

Task evidence can show several dimensions of the rubric, such as breadth, independent use of adaptations, choices, evaluation/reflection, use of evaluation, and transfer and generalization. For further information, refer to Section D: Rubric.

Tasks differ from observations in several key ways:

<b>Task</b>	<b>Observation</b>
Documents a student's performance on a one time event	Documents a student's performance over time
Presents a novel situation (although the basic task itself or chain of steps/expected behaviors should be familiar to the student preferably through routine instruction)	May present both routine and novel situations
May involve the performance of several skills, activities, content areas	Is concerned with only one skill (although that may be observed in several different activities)
Involves steps within a lesson or learning activity	May involve steps within a task analysis of a skill

One of the easiest ways to develop a task is to:

1. Look at an age appropriate/curriculum based activity (based upon a specific standard/benchmark) that is commonly done with students. By using this "curriculum based" activity, the curriculum drives the task instead of the task being something that actually disrupts instruction.
2. Break it down into its steps. (Imagine yourself completing the activity and record the steps involved.) This isn't like a task analysis used for observation purposes since it may not be breaking a skill down to its prerequisite skills, but is the outline of steps within a lesson.
3. Record the steps that address the primary standard/benchmark to assist the scorer.
4. Develop a script to let the student know what is expected of him/her at each step. This script may include directions or questions. The script should include references to materials used when ever necessary.
5. Determine how to set up the administration of the task (e.g., physical environment, where materials will be placed, etc.)
6. Specify performance indicators so whoever observes the student's performance can accurately describe it. These should be in terms of observable student behaviors or product characteristics. These indicators are generally scaffolded to indicate the level of prompt needed by the student and/or the complexity of his/her response. In thinking about student responses, it is not only important that all materials be accessible to the student but that response formats be accessible as well. This will entail making sure that adaptations, accommodations, modifications, and assistive technology be individualized and accessible to the student throughout.

7. Administer the task according to the script and record the student's responses.
8. Analyze the results to determine how to improve instruction as needed. For many tasks, rubrics are developed to determine a student performance level.
9. A suggested format for the task can be found in Appendix B

(A self evaluation component could be another step that would allow the student to reflect upon his/her performance.)

After a task has been selected, it might be helpful to review its validity using a set of questions developed by Herman, Aschbacher, and Winters (1992):

- Does the task truly match the outcome(s) you are trying to measure?
- Does the task require the student to use critical thinking skills?
- Is the task a worthwhile use of instructional time?
- Does the assessment use engaging tasks from the "real world?"
- Can the task be used to measure several outcomes at once?
- Are the tasks fair and free from bias?
- Will the task be credible?
- Is the task feasible?
- Is the task clearly defined?

## Documenting Student Evidence

It is important to remember that while evidence should be clear enough to stand alone, it is helpful to make sure that all aspects of the rubric (see Section D) covered by a piece of evidence are made as obvious as possible. One way to do this is to highlight key points on documentation. Another way is to use small notes to point out important things. One teacher uses "sticky" notes to emphasize these points:

- What did you do? (achievement of benchmarks)
- How did you do it? (use of adaptations and self determination)
- Where did you do it? (settings)

Notes and documentation must be very specific. For example, to document curriculum based there must be either peer work from the same activity, a note from the general education teacher or peer stating that it was from the grade level curriculum, or a note from the special education teacher stating it is curriculum based and specifically what part of the curriculum it is from (e.g., textbook, unit, curriculum guide).

It is necessary that all evidence be dated and that student performance (especially in the documentation of depth-level of achievement/accuracy and student's use of adaptations) be expressed as percentages. If other staff, peers, family members, etc. make notes on or about pieces of evidence, it is important that they indicate who they are. Otherwise, it is unclear when the evidence is reviewed. The inclusion of peer work along with the work of the targeted student will help to document that the work is curriculum based and age appropriate, as well as giving some indication of the adaptations used and the setting. The

key to developing these types of student work products is to use the local curriculum frameworks that have been aligned with school/district Standards and Benchmarks and adapt appropriate instructional activities.

### **Primary and Secondary Evidence**

Evidence contained within the alternate portfolio can be of 2 types: primary and secondary. Primary evidence is any type of direct observation of student performance. This might include:

- Student products/Review (anything the student has produced, either with or without assistance)
  - Students who are not physically able to write should be provided opportunities to create work using assistive technology (e.g., switch activated computer program, eyegaze, augmentative communication board that will allow participation in group activity, etc.)
- Data/Observation must have:
  - Skill to be measured listed
  - Scoring key
  - Labeled graph on graph or lined paper
  - Summative performance
  - At least 12 weekly data points over time
- Peer work (supports Review pieces)
  - This should be paired with the work, possibly adapted, that the student in the alternate assessment completed within the same general education environment alongside the peer
  - It is acceptable to have the peer name included on the paper
  - It is recommended to note "peer work" on the work
- Video/audiotapes/Review
- Notes from parents, general education teachers, community support personnel, peers (supports Review piece)
- Interview of members of the IEP team with the exception of special education teacher, special education paraprofessional, or student
- Task

Indirect or secondary data sources can enhance documentation but cannot be used as sole sources of evidence, because they do not provide specific information on what the student has accomplished, but describes the context in which the learning has occurred.

This may include:

- Photographs (photographs are not necessary to include in the alternate portfolio are used only to support primary evidence)
- Forms/checklists that indicate activities
- Special ed teacher or paraprofessional letter
- Lesson plans
- Receipts
- Formal test results
- Any other information which cannot be directly linked to primary evidence.

Video and audio tapes of a skill can be used as evidence within an entry. A written script provided with the videotape should indicate the context under which the skill has been videotaped. The following protocols should be considered when using audio or videotapes:

- Taping should be specific and brief (less than 5 minutes per content area), with possible pretest and posttest segments that are well marked and briefly scripted (see Appendix B).
- Videotapes should be 1 ½ inch VHS or VHS-C tapes.
- All tapes must be physically secured to the portfolio (e.g., a plastic sleeve) and should be labeled with appropriate identifying information.

A major question that comes to mind in the assessment process is “Who is responsible for the portfolio development process?” The portfolio itself provides documentation of the student’s performance primarily in the context of the school program. (There may be home and vocational components depending upon the age and needs of the student.) The context of that instruction is the responsibility of many people, including general and special educators, assistants, administrators, specialists, and parents, as well as the student him/herself. While many people should contribute to the portfolio development, in reality, one person will have the major responsibility of putting it all together. That person is generally the caseload or special education teacher, although it is not inconceivable that another team member could lead the process.



## **Examples from 2004-2005 Portfolios**

Tom Sawyer  
**Vocabulary Building**  
 Chapters 5-7

Name 8th grade  
 worksheet  
 for Vocabulary

8th graders study new vocabulary as a strategy to get correct on the lines meaning from print.

Note evidences age appropriate/curriculum based as required for Review

abundant  
 gaudy  
 wane  
 wary

From general ed.

1. Secret; sneaky
2. Plentiful a
3. Bothered; annoy e
4. Cautious w a r y
5. Trimmed or deprived of s h o r n
6. Fade w a n e
7. Overly bright and decorated g a u d y
8. Comical; witty r a c e
9. Scold u p b r a i d
10. Joyful; triumphant i u b i l a

Bonus Word  
 Becky becomes angry with Tom when she learns he once had  
s w e e t h e a r t

atswheart  
 is sweetheart

### Middle School Review

#### CCSB

Standard: A. Students can comprehend what they read in a variety of literary and informational texts.

Benchmark: 1. Students can understand stated information they have read.

#### District

Standard: Students will read for understanding and enjoyment to become life-long readers.

Benchmark: Understand printed materials by selecting and using effective reading strategies

Target skill: Use reading strategies to get meaning from text.

Aligns with standards, benchmarks, and target skill

Evidences adaptation, but needs to specify % of Independent use vs. accuracy.

Sal

### The Adventures of Tom Sawyer

Reading Strategy: Learning new vocabulary  
 Select the correct picture to match the word from the story.

Ben Wants Tom to Go Swimming.

Tom

Huck Finn

Tom

This is a modification of a gen. ed. 8th grade vocabulary worksheet using            mode of communication. The words at left are read to him, both choices are put on a Twin Talker. He selects correct answer. 100% accuracy with use of adaptation objects to represent pictures, then matching object to picture to make correct choice. He could not comprehend new vocab. without adaptations. Scored 100% adaptations

apple

fence

**Mystery Web**

Note and copy of page evidence age appropriate/curriculum based required for Review.

**Elementary School Review**  
**CCSB**

Standard: A. Students can comprehend what they read in a variety of literary and informational texts.

Benchmark: 1. Students can understand stated information they have read.

**District**

Standard: Read, comprehend, and respond to a wide range of literature to build an understanding of the many dimensions of the human experience

Benchmark: Provides written responses to comprehension questions following a read along.

Target skill: Answers questions regarding the reading selection.

**The Case of the Missing Snacks**
**Mystery Web**Name name

Directions: Fill in each circle with details from the story about these mystery story elements.

Independent Use of Adaptation

100%

-uses double stick tape to feel where the answer belongs

Independent use of adaptation is listed.

Wright Group  
McGraw-Hill

Aligns with standards, benchmarks, and target skills.

## Elementary Science Review

### CCSB

Standard: B. Students can understand concepts and relationships in life science.

Benchmark: 1. Students can understand structures of living things..

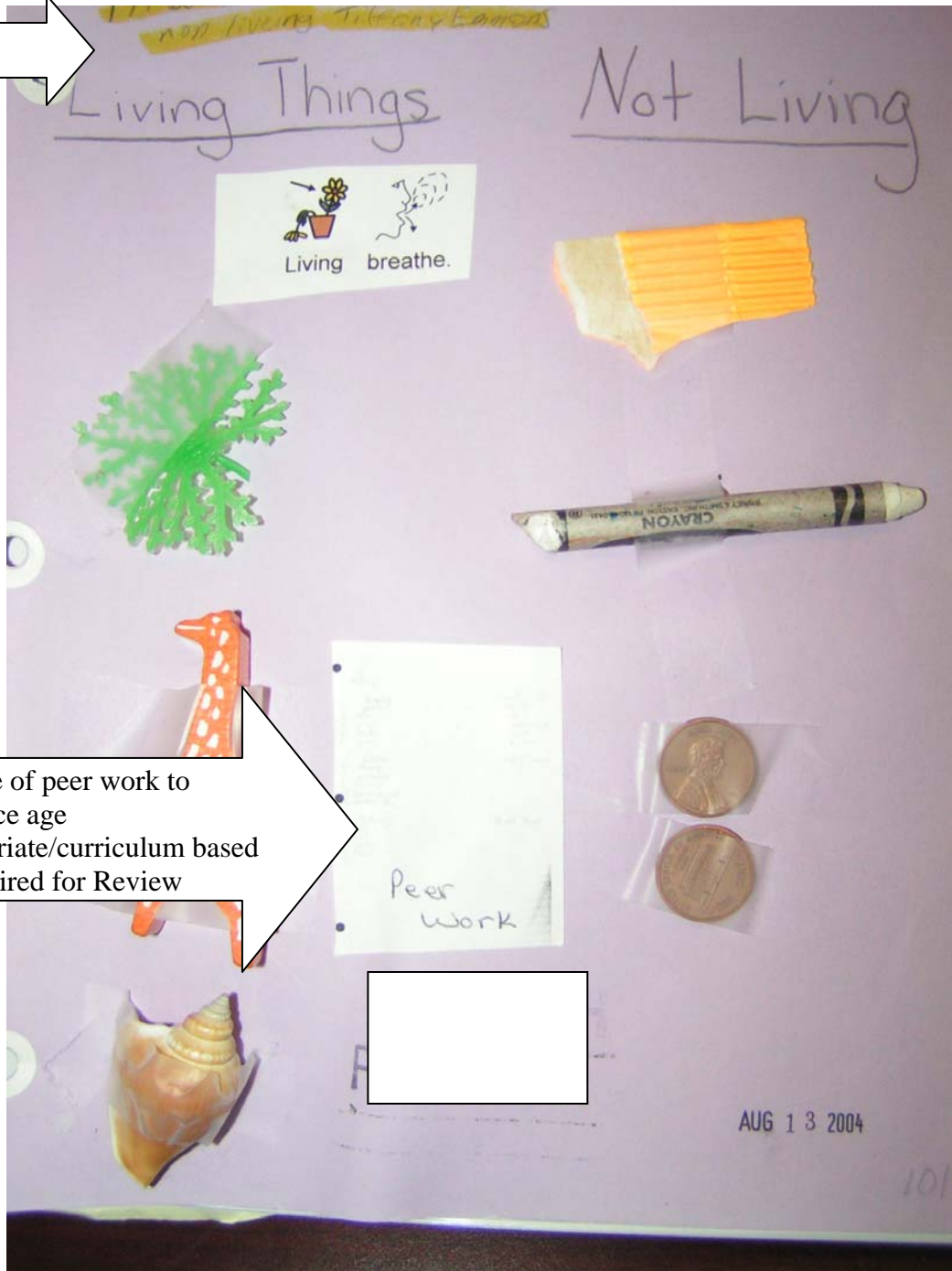
### District

Standard: Students understand how living and nonliving things change over time and the factors that influence the changes.

Benchmark: Students will classify things in the environment as living, □nliving, and once living.

Target skill: Sort living and nonliving.

Peer note  
tells that this  
was done in  
their 4<sup>th</sup> grade  
class.



Sample of peer work to  
evidence age  
appropriate/curriculum based  
as required for Review

**Energy pyramid**  
A diagram that compares the amounts of energy available to the populations at different levels of a food chain.

7th graders are asked to retell main points about a food chain

See Self-Check #3

The energy stored in plants is passed on to the organisms that eat the plants. These first-order consumers use some of the food energy and lose some energy as heat. The rest of the energy is stored as chemical energy in the nutrients in their body.

The energy stored in the first-order consumers is passed on to the second-order consumers. Then, energy stored in the second-order consumers is passed on to the third-order consumers. At each level of the food chain, some energy is used for life processes, some is lost as heat, and the rest is stored in the organisms.

### Energy Pyramid

The energy pyramid below compares the amounts of energy available to the populations at different levels of a food chain. The most energy is available to the producers.

They get energy directly from the sun. Less energy is available to the insects, the first-order consumers that feed on the producers. That is because the producers have used some of the sun's energy for their own needs. Also, some of the energy was lost as heat. Only the energy that is stored in the producers is passed on to the insects.



Unit 3 Life Science

1. What is the difference consumer?
2. Define the terms herbivore, omnivore, and carnivore.
3. Diagram a food chain with producers, first-order consumers, second-order consumers, and third-order consumers. Which level has the most energy?

Documents age appropriate, curriculum based as required for Review.

## TASK

From  
AGS  
General  
Science  
Book  
7th  
grade

## Middle School Science Review

### CCSB

Standard: B. Students can understand concepts and relationships in life science.

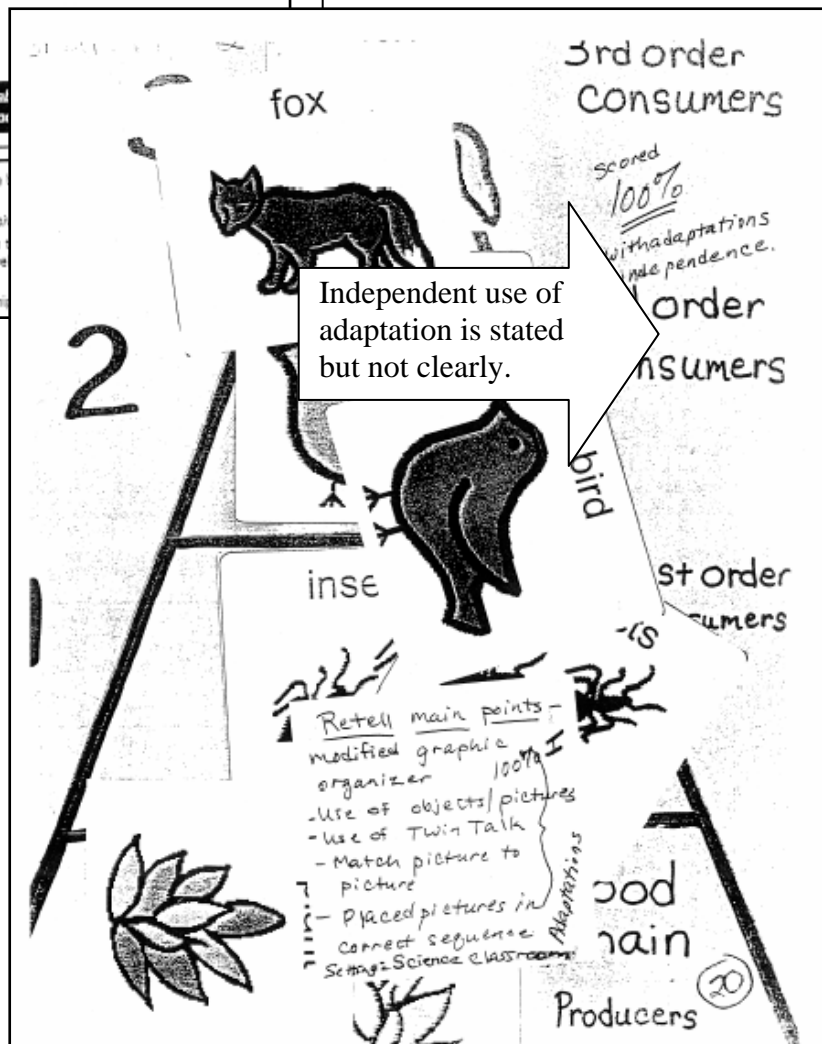
Benchmark: 1. Students can understand structures of living things..

### District

**Standard:** Students understand and describe the functions of producers, consumers, and decomposers in an ecosystem

**Benchmark:** Students will describe consumer and producer orders.

**Target skill:** Sort living things according to consumer and producer order.



Merrill

# Geometry

Applications and Connections

10<sup>th</sup> Grade  
Geometry  
Text

Note and copy  
of text book  
evidence age  
appropriate/cur  
riculum based  
required for  
Review

Aligns with standards,  
benchmarks, and target  
skill.

Gui

## High School – Math Review

CCSB

Standard: A. Students can understand and apply a variety of math concepts.

Benchmark: 3. Students can understand and apply concepts of geometry and measurement.

District

Standard: Understand concepts of geometry

Benchmark: Understand area and perimeter

Target skill: Measure area using a calculator and picture

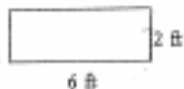
100% accuracy

Area is the number of square units needed to cover a surface.

You can use a formula to find the area of a square, rectangle, right triangle, and a parallelogram.

Area is always answered in square units.

### Example 1: Rectangle



Find the area of the rectangle using the formula.

To find the area of a rectangle, multiply the length x width

Area = length x width

The length = 6 ft

The width = 2 ft

Area = 6 ft x 2 ft

The area is 12

Exam



To find the area of a square,

Area = side x side

Area = 3 ft x 3 ft

Problems came  
from Geometry  
Text book  
10<sup>th</sup> Grade

Done in  
room

## High School – Reading Observe

## CCSB

Standard: A. Students can comprehend what they read in a variety of literary and informational texts.

Benchmark: Students can determine literal meaning of specific words.

## District

Standard: The student demonstrates skills and strategies for reading comprehension in a variety of literature

Benchmark: The student will use context cues to determine meaning of words

Target skill: Use pictures to determine word meanings

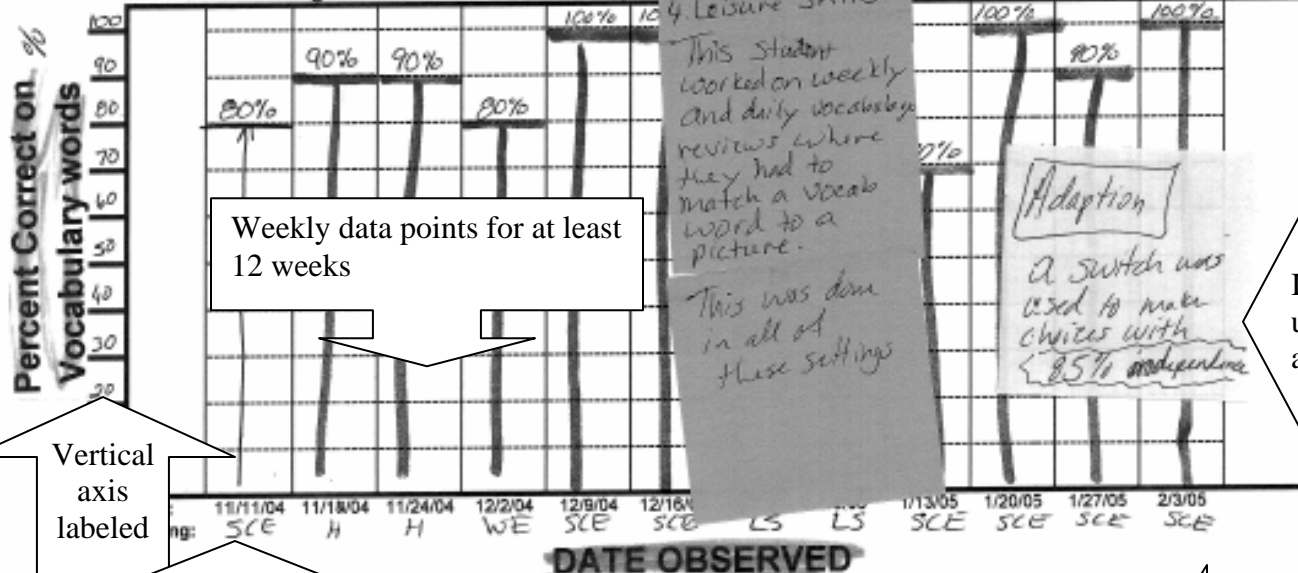
Target skill  
is written  
(extended  
benchmark)

Note reads  
97%  
summative

## Primary Standard/Benchmark OBSERVATION

District Standard: The student demonstrates skills and strategies for reading comprehension in a variety of literature  
Benchmark/Extended Benchmark: Uses a picture to determine meaning of words

Target Skill: Percent of vocabulary words matched to corresponding pictures



Weekly data points for at least  
12 weeks

Vertical  
axis  
labeled

Horizontal  
axis  
labeled  
with dates  
of data

Independent  
use of  
adaptation

Settings are listed  
and have a key



## High School – Math Task

### CCSB

Standard: C. Students can solve a variety of math problems.

Benchmark: 1. Students can solve math problems requiring multiple steps and operations.

### District

Standard: The student demonstrates ability to solve multiple step math problems.

Benchmark: The student uses multiple operations to solve problems.

Target skill: Use calculator to solve math problems.

Documentation that activity is age appropriate/ curriculum based as required for the Task.

This activity provides an opportunity to work on needed money skills as well as reasons for work and how to budget.

### Suggested Task Format

Student Name Krishna Date of Task Administration 2-20-05  
 Age appropriate grade level activity (specify curriculum based) 11th grade economics class activity assigned by the general ed. teacher Tester Mrs. Lasier  
 Scoring Key 1 = full prompting 2 = correct w/ prompting 3 = correct and independent  
 Materials needed (must be age appropriate) map, spread sheet, calendar, pictures of hotels, food, activities

Activity → How to set up the task administration (for planning purposes) Develop an itinerary for a trip of your choice using the given budget. Include budget items such as food, lodging, & entertainment.

Steps w/in the Learning Activity	Benchmark/Target Skill	Script for Each Step	Student Performance Indicators	Student Response
Step 1: Choose trip		Look at these places, where would you like to go?	Select by pointing to the picture	3
Step 2: List lodging expenses	apply # properties	Look at these 2 hotels, which one?	in " + type cost	3/2
Step 3: List food expenses	apply # properties	Look at these 2 restaurants, which one?	"	3/2
Step 4: List entertainment expenses	apply # properties	Look at these, what would you like to do?	"	3
Step 5: List transportation cost	apply # properties	Look at these, how will you go?	"	3
Step 6: Calculate total cost	Solve math problems of steps	Total your cost + mult. X 7	total amount & then multiply using calculator	
Step 7: Is over/under budget adjust	Reason quantitatively	Compare cost with budget	Choose what to change	2
Step 8: Re calculate	Solve problem	add again	note using calculator	2
Step 9: Create presentation of trip		Use pictures to present trip	pictures & trip of me	2
Step 10:				

Steps within a general education activity with at least one addressing benchmark

Student responses are documented.

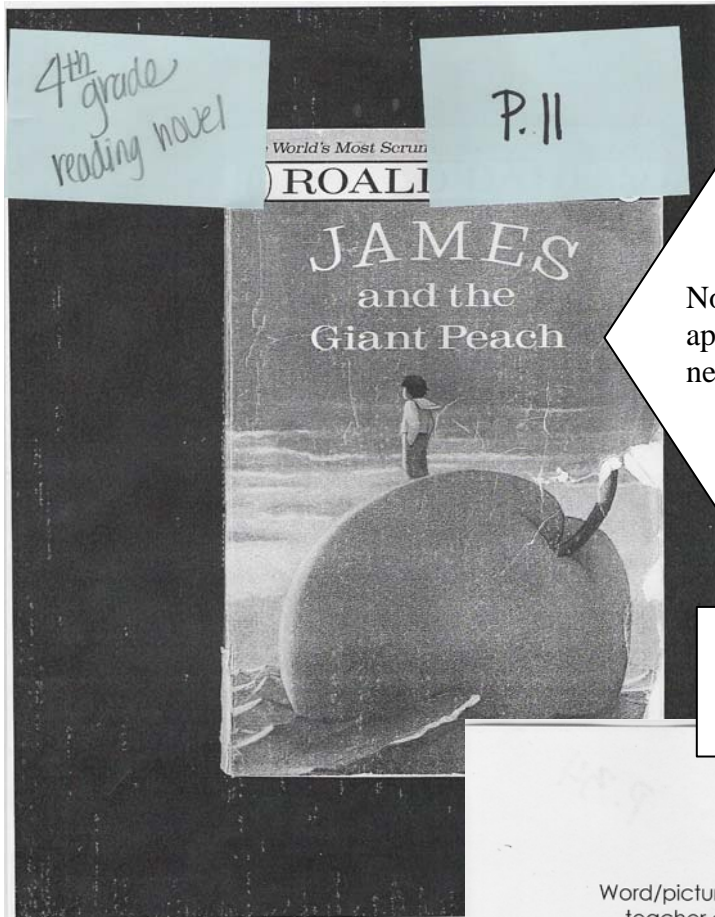
Aligns with standards, benchmarks, and target skill

Independent use of Adaptations evidenced



## **Examples from 2003-2004 Portfolios**

## Review Sample

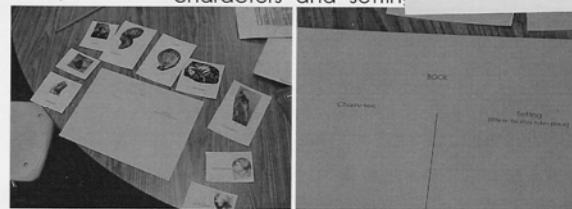


Note documents appropriate/curriculum based needed for Review.

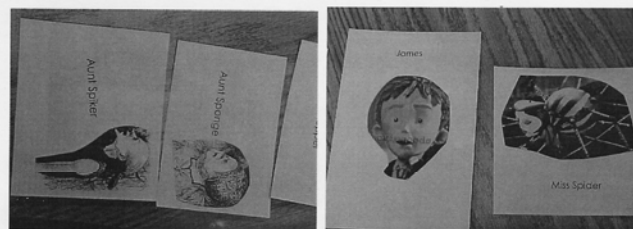
Addresses one standard: Identifying settings and characters.

Teacher needed to record student performance for each step. For example, a note that read 8/10

Word/picture cards of character and setting  
teacher given template to sort in to 2 different  
'characters' and 'setting'

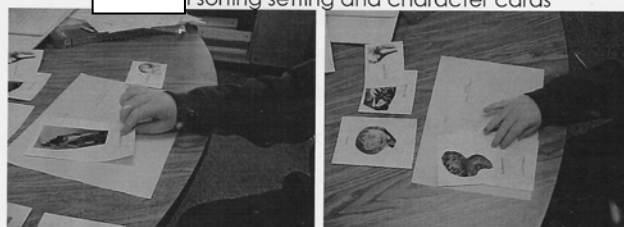


character cards



name

sorting setting and character cards





## Review Sample

Addresses one standard: identifying geometric shapes

Student Work Sample 1  
Identifying Polygons

A series of pictures that show the student working along with how he did on each step

Picture 1:  
Student is given 4 polygons on his tray (unable to see 2-dimensional items). He is shown a similar polygon, asked to state the name and then hold up the same polygon.

Picture 2:  
Student is asked incorrectly, by correct one.

However, it needs evidence of curriculum based in order to count as Review

Picture 3:  
Student is asked to identify the square. He identifies the name correctly and finds the similar polygon.

Picture 4:  
Student is asked to identify the triangle. He names it correctly and finds the corresponding polygon.

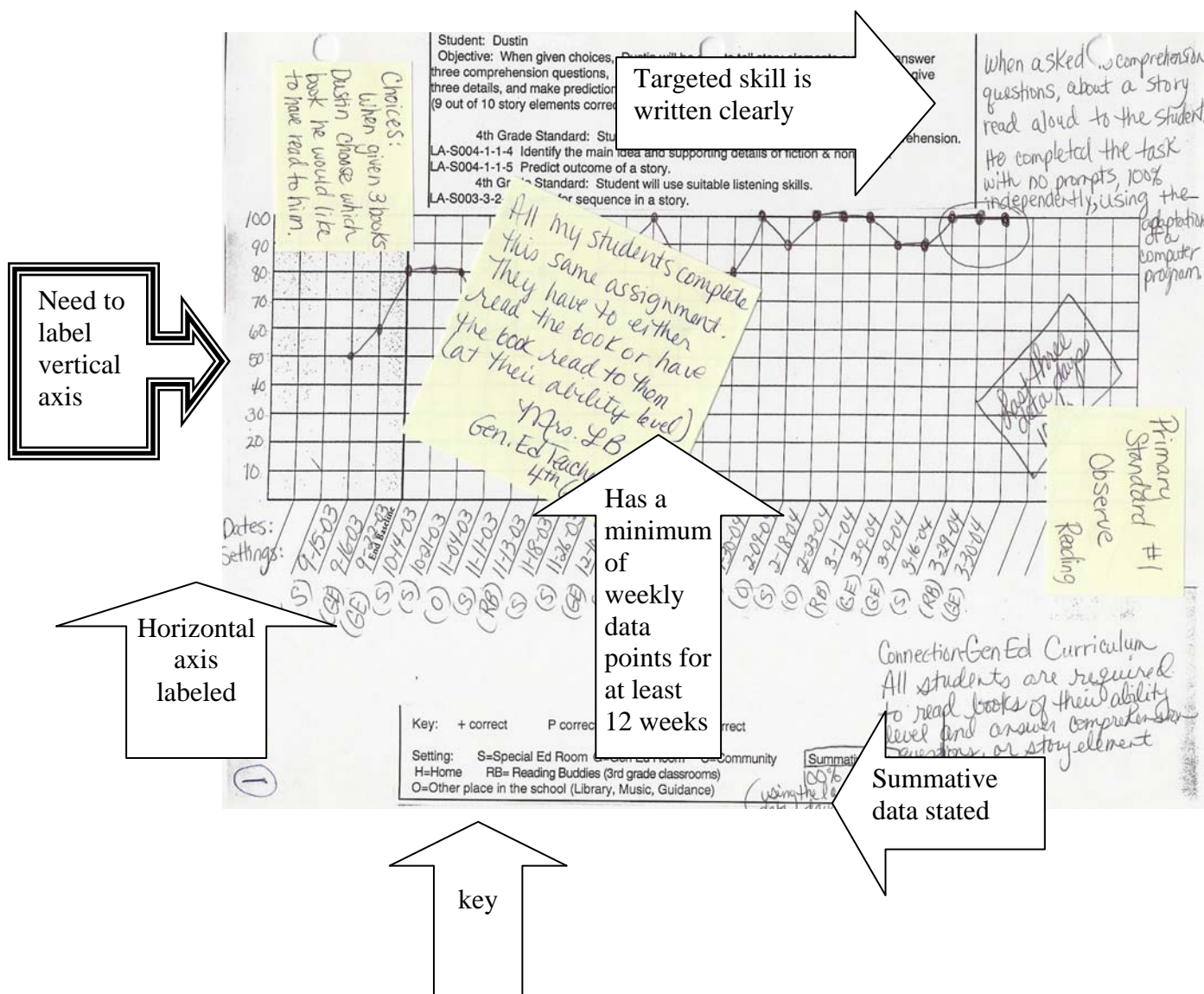
Picture 5:  
Student is asked to identify the rectangle. He names it incorrectly, but finds the corresponding polygon.

Note documents 100% Independent Use of Adaptations and is evidenced in

\* Adaptation - using 3-dimensional polygons - 100% independent

3/4 correct  
Depth = 75%  
p.2

## Observation Sample





## Task Samples

Date of Task Administration 2/28/03

Age appropriate grade level activity (specify curriculum based Gathering data music (7<sup>th</sup> grade curriculum "gathering, charting, and interpreting data"))

Documentation of age appropriate/ curriculum based needed for Task

Tester Mrs. Massey

List the number of the steps below that specifically address the benchmark 1, 2, 4, 5, 6

Key

Scoring Key 0 = no response 1 = incorrect response 2 = correct response after given cue 3 = correct and independent response

Materials needed (must be age appropriate) icon for communication board so he can ask about preference, picture symbols to represent the main types of music, customized number on keyboard and graphing software

These planning pieces are helpful to the teacher for instruction

How to set up the task administration (for planning purposes) Practice communication board, pre sending out with peer, sit in wheelchair at the computer table to enter data and answer questions

Steps w/in the Learning Activity	Script for Each Step	Student Performance Indicators	Student Response
Step 1: Survey students in the 7 <sup>th</sup> grade on favorite style of music	ask, "what is your favorite style of music?"	Presses the correct key on his communication board	2
Step 2: Record information	look at the board and help record	Steps of a general education activity that at least one connects to the district standard/benchmark (as noted above the chart)	3
Step 3: Categorize music	"which type of music is this?"	eye gaze to correct category picture	1
Step 4: Select appropriate type of graph to use	"which graph do you think will work best?"	eyegaze to choice of graph from a group that would all be correct	3
Step 5: Enter data on the graph	"push the number I read to you to indicate how many chose that style of music"	presses correct # on adapted keyboard to enter data	2
Step 6: Summarize information from the graph	"which type of music did most kids like?"	looks at graph and then eyegazes to the correct picture	2

Scored student responses

## **Selected Readings and Resources:**

### **Rationale for Body of Evidence:**

Burdette, P. J., & Olsen, K. (2000, July). Alternate assessments: A medley of alternate assessments. Lexington, KY: Mid-South Regional Resource Center, University of Kentucky. Retrieved June 19, 2002, from the World Wide Web:  
[http://www.ihdi.uky.edu/msrrc/Publications/alternate\\_alternates1.htm](http://www.ihdi.uky.edu/msrrc/Publications/alternate_alternates1.htm)

Improving America's Schools Act (1994). U.S. Department of Education, Washington, D.C. [www.ed.gov/legislation/ESEA02](http://www.ed.gov/legislation/ESEA02)

Individuals with Disabilities Education Act (1997). U.S. Department of Education, Washington, D.C. [www.ideapractices.org/law/index.php](http://www.ideapractices.org/law/index.php)

Kleinert, H. L., Kearns, J. F., & Kennedy, S. (1997). Accountability for all students: Kentucky's alternate portfolio assessment for students with moderate and severe cognitive disabilities. *The Journal of the Association for Persons with Severe Handicaps*, 22, pp. 88-101.

National Center on Educational Outcomes. University of Minnesota, 350 Elliott Hall, 75 East River Road, Minneapolis, MN 55455. [www.education.umn.edu/nceo](http://www.education.umn.edu/nceo)

No Child Left Behind. U.S. Department of Education. Washington, D.C., [www.nclb.org](http://www.nclb.org)

Olson, J. F., Bond, L., & Andrews, C. (1999). *Annual survey of state student assessment programs*. Washington, DC: Council of Chief State School Officers.

### **Quality Evidence:**

Iowa Department of Education (1997). *LD assessment and decision making: Technical assistance guide for learning disability*, Division of Early Childhood, Elementary, and Secondary Education; Bureau of Children, Family, and Community Services. [www.state.ia.us/educate](http://www.state.ia.us/educate)

National Association of School Psychologists (1994). 4340 East West Highway, Suite 402, Bethesda, MD. [www.nasponline.org](http://www.nasponline.org)

No Child Left Behind. U.S. Department of Education. Washington, D.C. [www.nclb.org](http://www.nclb.org)

### **Components of Review:**

Browder, D., Wilson, B., & Browder, D. M. (2001). *Curriculum and assessment for students with moderate and severe disabilities*. New York, NY: Guilford Press

Downing, J. E. (2002). *Including students with severe and multiple disabilities in typical classrooms: Practical strategies for teachers*. Baltimore, MD: Paul H. Brookes

Jorgensen, C. M. (1997). Curriculum and its impact on inclusion and the achievement of students with disabilities. *Policy Research Issue Brief*, 2(2), 1-14.

Kearns, J. F., Burdge, M.D., & Kleinert, H.L. (in press). Practical strategies for conducting alternate assessments. *Innovations*. Washington, D.C.: American Association on Mental Retardation.

Kleinert, H. L., & Kearns, J. F. (2001). *Alternate assessment: Measuring outcomes and supports for students with disabilities*. Baltimore, MD: Paul H. Brookes.

Jackson, R., Harper, K., & Jackson, J. (2001). *Effective teaching practices and the barriers limiting their use in accessing the curriculum: A review of recent literature*. Peabody, MA: Center for Applied Special Technology, Inc.

Wehmeyer, M. L. (2002). *Teaching students with mental retardation: Providing access to the general curriculum*. Baltimore, MD: Paul H. Brookes.

Wiggins, G. P. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

### **Components of Observation:**

Biederman, G. B., Fairhall, J. L., Raven, K. A., & Davey, V. A. (1998). Verbal Prompting, hand-over-hand instruction, and passive observation teaching children with developmental disabilities. *Exceptional Children*, 64, 503-562.

Billingsley, F. F., Liberty, K. A., & White, O. R. (1994). The technology of instruction. In E. C. Cipani & F. Spooner (Eds.), *Curricular and instructional approaches for persons with severe disabilities* (pp. 81-116). Needham Heights, MA: Allyn & Bacon.

Browder, D. M. (1991). *Assessment of individuals with severe disabilities*. Baltimore, MD: Paul H. Brookes.

Burdge, M., & Clayton, J. (2003). *Systematic instruction and data collection*. Lexington, KY: ILSSA, University of Kentucky.

Farlow, L. J. & Snell, M. E. (1994). *Innovations: Making the most of student performance data*. Washington, D.C.: American Association on Mental Retardation.

Fetco, K. S., Schuster, J. W., Harley, D. A., & Collins, B. C. (1999). Using simultaneous prompting to teach a chained vocational task to young adults with severe intellectual disabilities. *Education and Training in Mental Retardation and Developmental Disabilities*, 34, 318-329.



Iowa Department of Education. *Iowa special education effectiveness*. Division of Early Childhood, Elementary, and Secondary Education; Bureau of Children, Family, and Community Services.

Schuster, J. W., Morse, T. E., Ault, M. J., Doyle, P. M., Crawford, M. R., & Wolery, M. (1998). Constant time delay with chained tasks: A review of the literature. *Education and Treatment of Children*, 21, 74-106.

Snell, M.E., & Brown, F. E., (2000). Developing and implementing instructional programs. In M. Snell & F. Brown (Eds.), *Instructions of students with severe disabilities* (5<sup>th</sup> ed., pp. 115-172). Columbus, OH: Charles E. Merrill.

Snell, M.E., & Brown, F. E., (2000). *Instruction of students with severe disabilities* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.

Wolery, M., Ault, M. J., & Doyle, P. M. (1992). *Teaching students with moderate to severe disabilities*. New York: Longman.

### **Components of Task:**

Area Education Agency 7. 3712 Cedar Heights Drive, Cedar Falls, IA.  
[www.edservices.aea7.k12.ia.us/framework/tasks](http://www.edservices.aea7.k12.ia.us/framework/tasks)

Arter, J.A. & McTighe, J. *Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance*

Center for Applied Special Technologies. 40 Harvard Mills Square, Suite 3, Wakefield, MA. [www.cast.org](http://www.cast.org)

Elliot, S. N., (1995). Creating meaningful performance assessments. *The ERIC Clearinghouse on Disabilities and Gifted Education*. Arlington, VA: Council for Exceptional Children.

Herman, J.L., Aschbacher, P.R., & Winters, L. (1992). *A practical guide to alternative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.

Hibbard, K. M., Van Wagenen, L., Lewbet, S., Waterbury-Wyatt, S., Shaw, S., Pelietier, K., Larkins, B., Dooling, J. O., Elia, E., Palma, S., Maier, J., Johnson, D., Honan, M., Nelson, D. M. (1996) *A teacher's guide to performance-based learning and assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.

Kenney, M. (1998). *How to develop performance assessments in social studies*. Denver, CO: Colorado Department of Education.

Orkwis, R. (1999). Curriculum access and universal design for learning. *The ERIC Clearinghouse on Disabilities and Gifted Education*. Arlington, VA: Council for Exceptional Children.

Wiggins, G. P. (1992). Creating tests worth taking. *Educational Leadership*, May, 26-35.

Wiggins, G. P. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wilhoit, G. (Commissioner) (1996). *Designing and effective performance task for the classroom*. Frankfort, KY: Kentucky Department of Education.

### **Documenting Student Evidence**

Browder, D. M., & Spooner, F. (in press). Understanding the purpose and process of alternate assessment. In D. Ryndak & S. Alper (eds.). *Curriculum and instruction for students with significant disabilities in inclusive settings*. Needham Heights, MA: Allyn & Bacon.

Kleinert, H. L., & Kearns, J. F. (2001). *Alternate assessment: Measuring outcomes and supports for students with disabilities*. Baltimore, Maryland: Brookes Publishing.

Thompson, S., Quenemoen, R., Thurlow, M., & Ysseldyke, J. (2001). *Alternate assessments for students with disabilities*. Thousand Oaks, CA: Corwin Press.

## Section F

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### Procedures

This section offers guidance to educators in a step by step process of implementing the alternate assessment. Also included are samples of organizational checklists.

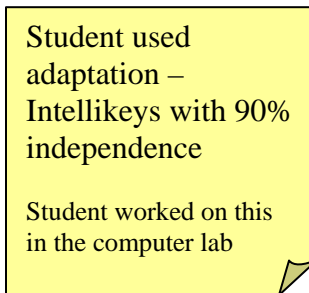


## Implementing the Alternate Assessment

By following a number of steps in a systematic way, the implementation of the alternate assessment can be accomplished in an organized fashion. The steps outlined below assimilate the information contained in previous chapters as well as providing an approximate timeline for each step.

1. **Identify the student(s)** for whom you will be submitting alternate portfolio assessments. IEP teams should follow the participation guidelines and assessment year criteria found in Section A. This should be done in advance of the data collection period. All students in grades 3-8, and 11 who have alternate assessment marked on their IEPs must submit portfolios for reading and math unless they take the general assessment in either of those. Then they submit an alternate assessment portfolio in the content area specified. Science portfolios must be submitted from students in grades 5, 8, and 11 (unless they are taking the general assessment in this area). AEAs and local districts may require more grade levels and additional content areas.
2. Review your district standards and benchmarks (which are aligned to the CCSBs) and the grade level standards/benchmarks from the grade in which your student is enrolled. **Choose one from reading and one from math (and one from science if the student is enrolled in grades 5, 8, or 11)** that most closely indicate challenging goals for your student. Write the CCSB, the selected district standard and benchmark, and the grade level standard/benchmark on the portfolio cover sheet. The standard/benchmark (or target skill) is the focus for which evidence is provided in the portfolio. Write the target skill that is aligned to the grade level standard/benchmark.
3. Keeping in mind the student and the standard/benchmark selected, **determine what product(s) for Review might look like, determine how and when to collect data for Observation, and determine what Task would best match what skill/grade level benchmark is being assessed.** While all 3 strategies must be present for the primary benchmark, it is possible that not all activities will provide enough evidence for certain dimensions of the rubric (i.e., self determination and independent use of adaptations), so determine evidence for these other dimensions. Remember that some strategies are specifically required to document certain dimensions of the rubric. The detailed descriptions of the Review, Observation, and Task strategies in Section E should help in this step.
4. **Provide instruction** geared toward the achievement of the benchmarks/standards selected which are also likely on the student's IEP or identified as a target skill. While providing instruction, remember to collect work samples and data regarding student performance for inclusion in the portfolio. Some of the data collected may also work well to monitor progress on the student's standards based IEP. It will be essential to refer to the scoring rubric as a guide for what to document. It is necessary to provide a percentage that shows the achievement level of the benchmarks. You should also use a percentage to document how

- independently a student can use an adaptation. The degree to which the student can make choices within the performance and his/her evaluation of the performance should also be documented and is one step in facilitating competency in self-determination. To ensure that the student can transfer and generalize the skills and knowledge, attention to instruction/practice/ application of student performance in multiple settings will be necessary. This is documented in the final dimension of the rubric. Finally, supportive evidence from multiple sources will provide richer data and ensure that the student portfolio reflects authentic performance from a variety of perspectives.
5. After the data collection period is completed, it will be necessary to **organize the documentation**. By going through the evidence with a critical eye focused on what rubric dimensions are addressed by specific pieces of evidence, the amount of documentation can be kept to a minimum but still contain enough information to be scored. Another key consideration is to assure that all documentation is dated. After deciding what documentation will be submitted, the entry cover sheet(s) should be completed. However, remember that information contained on the entry cover sheet does not count in scoring; it only points the scorer to information contained in the portfolio. If you feel a scorer may not understand a piece of evidence, one effective method of providing a clearer picture is to use a sticky note. A sticky note identifying the rubric dimension and component that may not be readily understood can be placed on the page. It is not necessary to provide lengthy explanations of evidence. For example, a portfolio that includes a computer printout of student work that had been completed using Intellikeys might be clarified with a Post-it note that would look like this

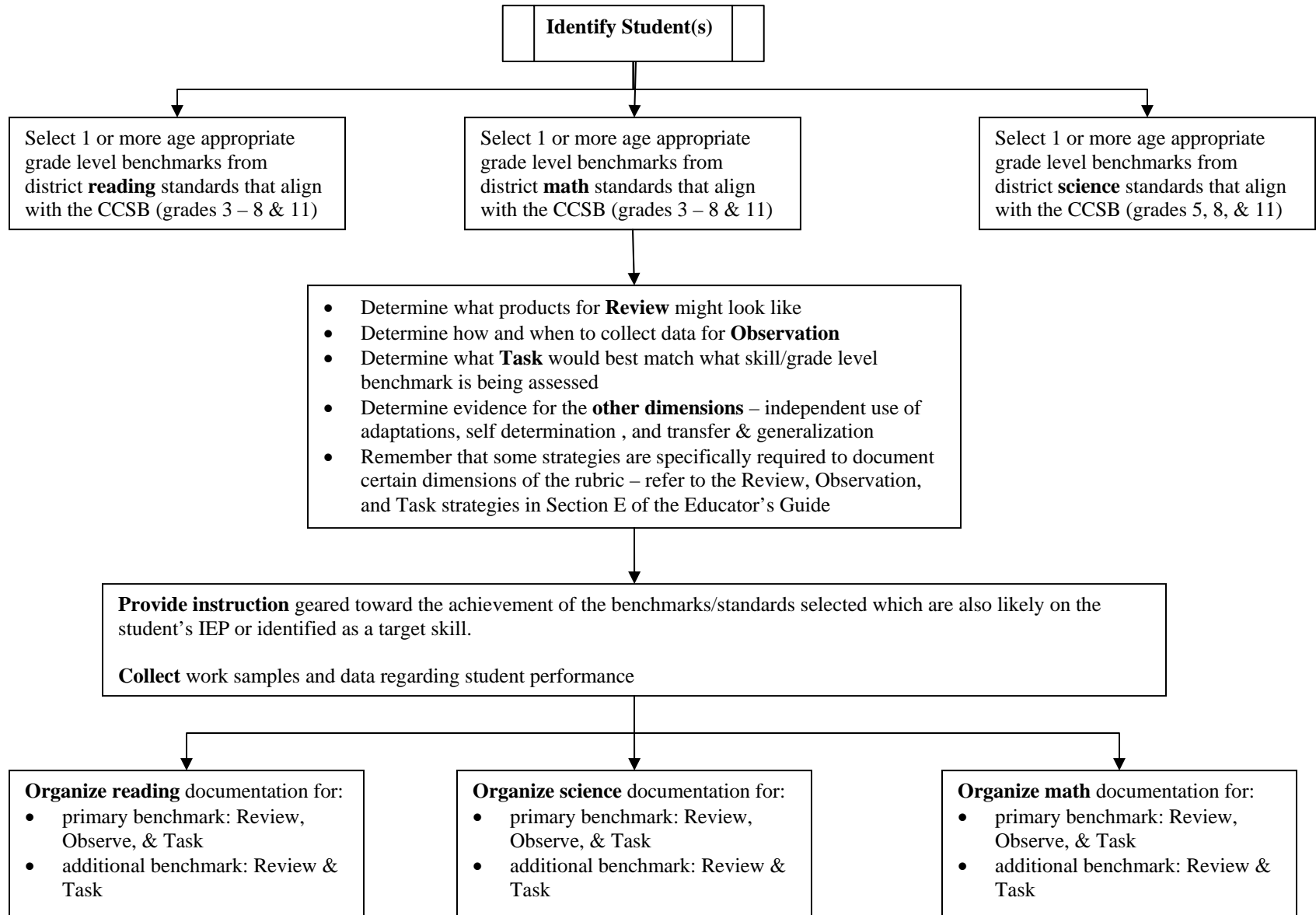


The entry cover sheet is located in Appendix B. This step should be completed within the time period between the end of the evidence collection period and the date of portfolio submission.

As students, teachers, and others become more familiar with the alternate assessment, the process becomes less of an “event” and more a part of daily instruction. Teachers will find creative ways to streamline the components of the assessment, implement effective instructional practices, and still collect informative and meaningful evidence regarding student performance that can be used to improve instruction.

## Implementing the Alternate Assessment Flow Chart

See previous narrative for additional detail.



## Organization Checklist

(Optional)

As you compile the body of evidence, the following checklist will be useful to assist you in organizing the assessment process.

Check off each item as completed.

- ☐ Select at least one reasonable and challenging reading skill from your district standards and benchmarks and the age appropriate grade level standards/benchmarks.
- ☐ Select at least one reasonable and challenging math skill from your district standards and benchmarks the age appropriate grade level standards/benchmarks.
- ☐ Select at least one reasonable and challenging science skill from your district standards and benchmarks the age appropriate grade level standards/benchmarks.
- ☐ Collect and save evidence of student in all three components – Review, Observe, Task

### Math

- ☐ Review
- ☐ Observe
- ☐ Task

### Reading

- ☐ Review
- ☐ Observe
- ☐ Task

### Science

- ☐ Review
- ☐ Observe
- ☐ Task

- ☐ Check to see that there is clear evidence for each rubric dimension

### Math

- ☐ Achievement of Benchmarks
- ☐ Indp.Use of Adaptations
- ☐ Self-Determination
- ☐ Transfer and Generalization

### Reading

- ☐ Achievement of Benchmarks
- ☐ Indp.Use of Adaptations
- ☐ Self-Determination
- ☐ Transfer and Generalization

### Science

- ☐ Achievement of Benchmarks
- ☐ Indp.Use of Adaptations
- ☐ Self-Determination
- ☐ Transfer and Generalization

- ☐ Select two additional pieces of evidence (must be Review and Task) for the other standard/benchmark (optional).
- ☐ Gather the evidence collected and select pieces that best align with the portfolio.
- ☐ Fill in one Portfolio Cover Sheet for ☐ Reading ☐ Math ☐ Science.
- ☐ Fill in an IAA Student Information Sheet
- ☐ Secure IAA Student Information Sheet and both entries in the provided binder.
- ☐ Label (Student, district, school, teacher) and securely label and attach any materials that will not fit into the binder (e.g., video or audio tapes) and submit portfolio.

**Requirements at a Glance**

	<b>Review</b>	<b>Observation</b>	<b>Task</b>
<b>Breadth</b>	<ul style="list-style-type: none"> <li>Primary benchmark must be evidenced by Review</li> <li>Additional benchmark must be evidenced by Review</li> </ul>	<ul style="list-style-type: none"> <li>Primary benchmark must be evidenced by Observation</li> </ul>	<ul style="list-style-type: none"> <li>Primary benchmark must be evidenced by Task</li> <li>Additional benchmark must be evidenced by Task</li> </ul>
<b>Depth</b>	X	<ul style="list-style-type: none"> <li>Must document with clear specification of a summative percentage indicating the level of student achievement related to the benchmark.</li> <li>Data must be graphed with these elements clearly identified and in place:               <ul style="list-style-type: none"> <li>key</li> <li>X and Y axis clearly labeled</li> <li>targeted skill being measured (not standard)</li> <li>dates of data collection</li> <li>weekly data points for at least 12 weeks</li> </ul> </li> </ul>	X
<b>Difficulty</b>	<ul style="list-style-type: none"> <li>Must specify the connection to the age appropriate, grade level curriculum and show the use of age appropriate materials within the age</li> </ul>	X	<ul style="list-style-type: none"> <li>Showing comparable peer work and clearly documenting grade level (note from a general education teacher clearly stating curriculum is from</li> </ul>



	<b>Review</b>	<b>Observation</b>	<b>Task</b>
	<p>appropriate curriculum activity</p> <ul style="list-style-type: none"> <li>• both Review and Task must be curriculum based</li> </ul>		<p>grade level curriculum; note from a special education teacher specifically stating the text chapter, unit, grade level etc. from which the activity is derived</p> <p>General education lesson plan documenting grade level)</p>
<b>Independent Use of Adaptations</b>			
<b>Self Determination</b>			
<b>Transfer and Generalization</b>			

## **Appendix A**



## **Resources**

## Contact Information

### Iowa

Steve Maurer [Steve.Maurer@iowa.gov](mailto:Steve.Maurer@iowa.gov)  
Bureau of Children, Family, and Community Services  
Iowa Department of Education  
Grimes State Office Building  
Des Moines, IA 50319-0146  
515/281-3576 V  
515/242-6019 F  
[www.state.ia.us/educate/](http://www.state.ia.us/educate/)

### ILSSA 859/257-7672

Mike Burdge ext. # 80246 [mburdge@uky.edu](mailto:mburdge@uky.edu)  
Jean Clayton ext. # 80250 [jclayto@uky.edu](mailto:jclayto@uky.edu)  
Donna Wickham ext. #82117 [drwick2@uky.edu](mailto:drwick2@uky.edu)  
Jacqui Kearns ext. # 80243 [jkearns@uky.edu](mailto:jkearns@uky.edu)  
Ken Warlick ext. # 80242 [kwarlic@uky.edu](mailto:kwarlic@uky.edu)  
ILSSA, University of Kentucky  
7<sup>th</sup> Floor, Suite B  
1 Quality Street  
Lexington, KY 40507  
[www.ihdi.uky.edu/ilssa](http://www.ihdi.uky.edu/ilssa)

**No Child Left Behind Act of 2001 Implications for  
Special Education Policy and Practice  
*Selected Sections of Title I and Title II*  
September 2002**

NCLB Act of 2001 Statute	Implications for Special Education Policy and Practice
<p>SEC.1111.STATE PLANS.</p> <p>(a) PLANS REQUIRED-</p> <p>(1) IN GENERAL- For any State desiring to receive a grant under this part, the State educational agency shall submit to the Secretary a plan, developed by the State educational agency, in consultation with local educational agencies, teachers, principals, pupil services personnel, administrators (including administrators of programs described in other parts of this title), other staff, and parents, that satisfies the requirements of this section and that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.</p> <p>(2) CONSOLIDATED PLAN- A State plan submitted under paragraph (1) may be submitted as part of a consolidated plan under section 9302.</p>	<p>-- This language constitutes the foundation of everything which follows in the No Child Left Behind Act (NCLB Act), the core stipulations of which are contained in Title I, Part A.</p> <p>-- Note the reference to the Individuals with Disabilities Education Act. This NCLB state plan must be developed in coordination with IDEA. Professionals and families knowledgeable and involved in IDEA can be a valuable resource in the development of the plan.</p>

<p>`(b) ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS, AND ACCOUNTABILITY-</p> <p>`(1) CHALLENGING ACADEMIC STANDARDS-</p> <p>`(A) IN GENERAL- Each State plan shall demonstrate that the State has adopted challenging academic content standards and challenging student academic achievement standards that will be used by the State, its local educational agencies, and its schools to carry out this part, except that a State shall not be required to submit such standards to the Secretary.</p> <p>`(B) SAME STANDARDS- The academic standards required by subparagraph (A) shall be the same academic standards that the State applies to all schools and children in the State.</p> <p>`(C) SUBJECTS- The State shall have such academic standards for all public elementary school and secondary school children, including children served under this part, in subjects determined by the State, but including at least mathematics, reading or language arts, and (beginning in the 2005-2006 school year) science, which shall include the same knowledge, skills, and levels of achievement expected of all children</p>	<p>-- The “academic content standards” under this law will also require continuing examination (probably state by state) as these standards intersect with the “general curriculum” stipulations of the IDEA, Sec. 614(d).</p> <p>-- Note that the law addresses <i>all</i> public elementary and secondary school children, thus clearly including all children receiving (or potentially receiving) the support of special education.</p> <p>-- Standards shall be developed in subject areas determined by each state, but must include the subject areas of mathematics, reading or language skills and at a later date, science. achievement standards</p>
<p>`(b) ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS, AND ACCOUNTABILITY-</p> <p>`(1) CHALLENGING ACADEMIC STANDARDS-</p> <p>`(D) CHALLENGING ACADEMIC STANDARDS- Standards under this paragraph shall include—</p> <p>`(i) challenging academic content standards in academic subjects that-</p> <p>`(I) specify what children are expected to know and be able to do; `(II)</p>	<p>The law requires both academic content standards and academic achievement standards.</p> <p>-- Careful attention will need to be directed (probably state by state) to the requirement for “performance goals and indicators” (IDEA, Sec. 612(a)(16)) for children receiving the support of</p>

<p>contain coherent and rigorous content; and</p> <p>`(III) encourage the teaching of advanced skills; and</p> <p>`(ii) challenging student academic achievement standards that--</p> <p>`(I) are aligned with the State's academic content standards;</p> <p>`(II) describe two levels of high achievement (proficient and advanced) that determine how well children are mastering the material in the State academic content standards; and</p> <p>`(III) describe a third level of achievement (basic) to provide complete information about the progress of the lower-achieving children toward mastering the proficient and advanced levels of achievement.</p>	<p>special education in relation to the student academic achievement standards under these statutes.</p> <p>-- The law calls for three levels of student achievement, basic, proficient, and advanced, with <i>proficient</i> clearly being the primary objective through the course of further requirements in the legislation.</p> <p>-- Note: A definition for “lower-achieving children” has not been discovered in these statutes. Question for the field: Is this term presumed to include all—or a portion of—those children receiving the support of special education?</p>
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## **Appendix B**



## **Forms**

# Guidelines for Determining Alternate Assessment Participation

(to be used by IEP teams in decision making)

(Optional)

Student Name: \_\_\_\_\_

Student has characteristics of a severe disability including:

Significant deficits in language and communication	YES	NO
Significant deficits in adaptive behaviors	YES	NO
Significant deficits in generalization and/or demonstration of skills across environments	YES	NO
Need for very intensive, highly specialized instruction	YES	NO

(All statements should be circled "YES" in order for the alternate assessment to be considered the appropriate assessment format. If any characteristic is circled "NO", alternate assessment may not be appropriate for this student.)

The instructional program which reflects the student's progress in the general curriculum:

Allows for modified performance levels through the use of alternate achievement standards and/or reduced complexity.	YES	NO
--	-----	----

(This statement should be circled "YES" in order for the alternate assessment to be considered the appropriate assessment format. If this statement is circled "NO", alternate assessment may not be appropriate for this student.)

The student is:

Generally unable, even with accommodations, to demonstrate knowledge and skills on the district-wide assessment used for the majority of students	YES	NO
---	-----	----

(This statement should be circled "YES" in order for the alternate assessment to be considered the appropriate assessment format. If this statement is circled "NO", alternate assessment may not be appropriate for this student.)

The participation decision is based primarily on:

Poor attendance	YES	NO	Categorical disability level	YES	NO
English language learner status	YES	NO	Social/cultural/economic differences	YES	NO
Disruptive behavior	YES	NO	Level/label/cut score	YES	NO
Reading level	YES	NO	Location of service delivery	YES	NO
Expectation of poor performance	YES	NO	Time receiving sp. ed. services	YES	NO
Low achievement	YES	NO			

(All statements should be circled "NO" in order for the alternate assessment to be considered the appropriate assessment format. If any characteristic is circled "YES", alternate assessment may not be appropriate for this student.)

IEP Team Member Signature	Title	Date



**Iowa Alternate Assessment Portfolio Cover Sheet for ☐ Reading ☐ Mathematics ☐ Science**

Check either Reading, Mathematics, or Science

AEA \_\_\_\_\_ IMS # \_\_\_\_\_ Grade \_\_\_\_\_ Age as of 9-1-05 \_\_\_\_\_

Student was enrolled on March 31, 2005 and is anticipated to be enrolled on March 31, 2006 ☐

Select a benchmark or extended benchmark that relates to a school/district benchmark. (Using standards based IEP skills will help merge instruction and assessment, thereby improving instruction and assuring meaningful assessment.)

Record the page numbers for each assessment strategy.

**Primary Standard and/or Benchmark**

CCSB Grade Level Standard: \_\_\_\_\_

CCSB Grade Level Benchmark: \_\_\_\_\_

District Grade Level Standard: \_\_\_\_\_

District Grade Level Benchmark: \_\_\_\_\_

Target Skill: \_\_\_\_\_

*IEP skill can be used if it aligns with the grade level benchmark*

Review: pgs. \_\_\_\_\_

Observe: pgs. \_\_\_\_\_

Task: pgs. \_\_\_\_\_

**Additional Standard and/or Benchmark**

CCSB Grade Level Standard: \_\_\_\_\_

CCSB Grade Level Benchmark: \_\_\_\_\_

District Grade Level Standard: \_\_\_\_\_

District Grade Level Benchmark: \_\_\_\_\_

Target Skill: \_\_\_\_\_

*IEP skill can be used if it aligns with the grade level benchmark*

Review: pgs. \_\_\_\_\_

Observe: pgs. \_\_\_\_\_

Task: pgs. \_\_\_\_\_

**Achievement of Benchmarks:**

- Breadth: pgs. \_\_\_\_\_
- Depth (% of accuracy): pgs. \_\_\_\_\_
- Difficulty: pgs. \_\_\_\_\_

**Independent Use of Adaptations** (% of independence) pgs. \_\_\_\_\_

**Self-Determination:** \_\_\_\_\_

- Choices: pgs. \_\_\_\_\_
- Reflection/Evaluation: pgs. \_\_\_\_\_
- Use of Evaluation: pgs. \_\_\_\_\_

**Transfer and Generalization:**

- Setting 1: pgs. \_\_\_\_\_
- Setting 2: pgs. \_\_\_\_\_
- Setting 3: pgs. \_\_\_\_\_
- Setting 4: pgs. \_\_\_\_\_
- Additional Settings: pgs. \_\_\_\_\_

***Video/Audiotape Description***

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Label the videotape with the above information. Keep a copy of this script with the tape.

Segment Number	Segment Length	People Involved	Activity

## Evidence Review Worksheet

Strategy	Definition	Evidence	Criteria							
<b>Primary Benchmark:</b>										
<b>Review</b>	Student product		Age appropriate				Curriculum based			
<i>and</i>										
<b>Observation</b>	Graphed data collected weekly for a minimum of 12 weeks		Key	Dates	12 weekly data points	Vertical axis	Horizontal axis	Targeted skill	Summative %	
<i>and</i>										
<b>Task</b>	Steps and student responses in a general education learning activity		Age appropriate				Curriculum based			
<b>Additional Benchmark:</b>										
<b>Review</b>	Student product		Age appropriate				Curriculum based			
<i>and</i>										
<b>Task</b>	Steps and student responses in a general education learning activity		Age appropriate				Curriculum based			
<b>Other</b>										
<b>Adaptations</b>	Student's independent use of adaptations, modifications, or assistive technology		Adaptations				Summative %			
<b>Self Determination</b>	Opportunities for		Choice			Evaluation		Use of evaluation to adjust performance		
<b>Settings</b>	Places for learning/practice/ demonstration		1		2		3		4	

Student Name \_\_\_\_\_ Date of Task Administration \_\_\_\_\_

Age appropriate grade level activity (specify curriculum based) \_\_\_\_\_ Tester \_\_\_\_\_

Scoring Key \_\_\_\_\_

Materials needed (must be age appropriate) \_\_\_\_\_

Activity (for planning purposes) \_\_\_\_\_

Steps w/in the Learning Activity	Benchmark/Target Skill	Script for Each Step	Student Performance Indicators	Student Response
Step 1:				
Step 2:				
Step 3:				
Step 4:				
Step 5:				
Step 6:				
Step 7:				
Step 8:				
Step 9:				
Step 10:				

## Task Directions

1. Look at an age appropriate/curriculum based activity (based upon a specific standard/benchmark) that is commonly done with students. By using this “curriculum based” activity, the curriculum drives the task instead of the task being something that actually disrupts instruction.
2. Break it down into its steps. (Imagine yourself completing the activity and record the steps involved.) This isn't like a task analysis used for observation purposes since it may not be breaking a skill down to its prerequisite skills, but is the outline of steps within a lesson.
3. Record the steps that address the primary standard/benchmark to assist the scorer.
4. Develop a script to ensure consistent task administration and to let the student know what is expected of him/her at each step. This script may include directions or questions. The script should include references to materials used when ever necessary.
5. Determine how to set up the administration of the task (e.g., physical environment, where materials will be placed, etc.)
6. Specify performance indicators so whoever observes the student's performance can accurately describe it. These should be in terms of observable student behaviors or product characteristics. These indicators are generally scaffolded to indicate the level of prompt needed by the student and/or the complexity of his/her response. In thinking about student responses, it is not only important that all materials be accessible to the student but that response formats be accessible as well. This will entail making sure that adaptations, accommodations, modifications, and assistive technology be individualized and accessible to the student throughout.
7. Administer the task according to the script and record the student's responses.
8. Analyze the results to determine how to improve instruction as needed. For many tasks, you might consider developing a rubric to determine the student performance level.

(A self evaluation component could be another step that would allow the student to reflect upon his/her performance.)

# Math

## Suggested Task Format

Student Name KrishnaDate of Task Administration 2-20-05Age appropriate grade level activity (specify curriculum based) 11th grade economics class activity assigned by the general ed. teacherTester Mrs. LasierScoring Key 1 = full prompting 2 = correct w/ prompting 3 = correct and independentMaterials needed (must be age appropriate) map, spread sheet, calendar, pictures of hotels, food, activities

Activity → How to set up the task administration (for planning purposes) Develop an itinerary for a trip of your choice using the given budget (include budget items such as food, lodging, & entertainment).

Steps w/in the Learning Activity	Benchmark/Target Skill	Script for Each Step	Student Performance Indicators	Student Response
Step 1: <u>Choose trip</u>		<u>Look at these places, where would you like to go?</u>	<u>Select by pointing to the picture</u>	<u>3</u>
Step 2: <u>List lodging expenses</u>	<u>apply # properties</u>	<u>Look at these 2 hotels, which one?</u>	<u>in " + type cost</u>	<u>3/2</u>
Step 3: <u>List food expenses</u>	<u>apply # properties</u>	<u>Look at these 2 restaurants, which one?</u>	<u>"</u>	<u>3/2</u>
Step 4: <u>List entertainment expenses</u>	<u>apply # properties</u>	<u>Look at these, what would you like to do?</u>	<u>"</u>	<u>3/3</u>
Step 5: <u>List transportation cost</u>	<u>apply # properties</u>	<u>Look at these, how will you go?</u>	<u>"</u>	<u>3/3</u>
Step 6: <u>Calculate total cost</u>	<u>Solve math problems of steps</u>	<u>Total your cost + mult. X 7</u>	<u>total amount &amp; then multiply using calculator</u>	<u>1</u>
Step 7: <u>If over/under budget adjust</u>	<u>Reason quantitatively</u>	<u>Compare cost with budget</u>	<u>Choose what to change</u>	<u>2</u>
Step 8: <u>Re calculate</u>	<u>solve math problem</u>	<u>add again</u>	<u>compute using calculator</u>	<u>2</u>
Step 9: <u>Create presentation of trip</u>		<u>glue pictures chosen onto poster</u>	<u>Choose pictures &amp; help glue</u>	<u>2</u>
Step 10:				

## Sample Tasks

The sample tasks that follow are examples of general education activities in the content areas of reading, math, and science at elementary, middle, and high school levels. These can be used as is or serve as models if educators develop their own. It will be important to make sure that whatever task(s) are administered to students that they:

- are directly connected to the grade level benchmark and target skill that the assessment is evidencing
- are directly connected to the grade level, general education curriculum for that particular district, school, or class
- are broken down into more steps tailored to the individual needs of each student
- are adapted to make instruction and performance accessible and meaningful for each individual student



## Elementary Language Arts Sample Task

- Lo **CCSB:** A. Students can comprehend what they read in a variety of literary and informational texts.  
 3. Students can draw conclusions, make inferences, and deduce meaning.

Student Name \_\_\_\_\_ Date of Task Administration \_\_\_\_\_

Age appropriate grade level activity (specify curriculum based) \_\_\_\_\_

Tester \_\_\_\_\_

Scoring Key \_\_\_\_\_

Materials needed (must be age appropriate) \_\_\_\_\_

Activity (for planning purposes) Create comic strip type story maps to examine story elements.

Steps w/in the Learning Activity	Benchmark/ Target Skill	Script for Each Step	Student Performance Indicators	Student Response
Step 1: As a class read "Where the Wild Things Are" or another grade level book.				
Step 2: Students should write a short response in their writers' notebooks to the text. Ask questions to elicit conversation such as: What stood out the most for you in the story and why?, If you were the main character in the story, how would things have been different?, etc.				
Step 3: Explain that a story map helps the reader think about the significant features of a text. It is a graphic organizer that a reader can use to explore how a story is put together.				
Step 4: Using chart paper, overhead projector, or LCD projector, write the work "Setting" as your first heading. Explain that the setting is the time and place of the story. Ask the students to identify the setting of the book that you've read.				
Step 5: Have the students provide supporting evidence from the book for the description they gave and write that evidence under the Settings heading.				

Step 6: Ask what made the setting interesting (or not), and how important the setting was to the story.				
Step 7: Repeat the process for the following elements: characters, problem, events, and solution.				
Step 8: Use a comic strip planning sheet to have the students: name the story, give a comic subtitle (name the elements they will focus on), write authors).				
Step 9: In each of the remaining frames of the comic strip, students should create a caption for the frame with the appropriate story element as well as the supporting details from the story.				
Step 10: They can add backgrounds, characters, and dialogue that relate to the information represented in the frame.				

\* Instructional activities retrieved from the web: [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=236](http://www.readwritethink.org/lessons/lesson_view.asp?id=236)

## Middle School Language Arts Sample Task

- Io **CCSB:** A. Students can comprehend what they read in a variety of literary and informational texts.  
 4. Students can infer traits, feelings, and motives of characters.

Student Name \_\_\_\_\_ Date of Task Administration \_\_\_\_\_

Age appropriate grade level activity (specify curriculum based) \_\_\_\_\_

Tester \_\_\_\_\_

Scoring Key \_\_\_\_\_

Materials needed (must be age appropriate) \_\_\_\_\_

Activity (for planning purposes) Create a homepage for a website that a character from a book would likely develop based on the characteristics given in the book.

Steps w/in the Learning Activity	Benchmark/Target Skill	Script for Each Step	Student Performance Indicators	Student Response
Step 1: Provide some sample personal homepages for students for students to preview. Each student should make a list of elements that they found common to most homepages and make a list of elements which would be unique to them and would be found on their own homepages.				
Step 2: Students choose a character from their novel for whom they will develop a homepage. They then will analyze the character thoroughly and list what things might this person put on his or homepage.				
Step 3: Students will gather basic information about their				

characters. Encourage students to answer the questions from the perspective of their character (e.g., what is the main conflict for the character you're exploring?)				
Step 4: Using a web-authoring or word-processing program, students create their character's homepage. It should contain a minimum of five graphic elements and three written elements.				
Step 5: The character's homepage should also include a minimum of four pages hyperlinked to each other.				
Step 6: Save the pages as web pages onto diskettes or if allowed, upload them to a web site.				

\*Instructional activity retrieved from the web [www.readwritethink.org/lessons/lesson\\_view.asp?id=50](http://www.readwritethink.org/lessons/lesson_view.asp?id=50)

## High School Language Arts Sample Task

Io

- CCSB:** A. Students can comprehend what they read in a variety of literary and informational texts.  
9. Students can analyze style or structure.

Student Name \_\_\_\_\_ Date of Task Administration \_\_\_\_\_

Age appropriate grade level activity (specify curriculum based) \_\_\_\_\_

Tester \_\_\_\_\_

Scoring Key \_\_\_\_\_

Materials needed (must be age appropriate) \_\_\_\_\_

Activity (for planning purposes) Students “become” one of the major characters in a book and describe themselves and other characters, using lists of accurate, powerful adjectives.

Steps w/in the Learning Activity	Benchmark/Target Skill	Script for Each Step	Student Performance Indicators	Student Response
Step 1: Identify adjectives in a paragraph.				
Step 2: Brainstorm a list of character traits or provide a short list on the board, to provide a sample for students.				
Step 3: Compose a class definition of the literary term.				
Step 4: Participate in a class demonstration of compiling a list of character traits, using a variety of resources.				
Step 5: Compile the data for the character in a chart which includes the book which includes the character.				
Step 6: In small groups compile a list of traits and support from the novel on a character.				
Step 7: On butcher paper, list the traits of the selected				

character without identifying the character.				
Step 8: Post the charts and have groups guess which character the other groups' lists are describing.				

\* Instructional activities retrieved from the web: [www.readwritethink.org/lesson](http://www.readwritethink.org/lesson)

## Elementary Math Sample Task

**CCSB:** D. Students can interpret data presented in a variety of ways.

1. Students can use tables and graphs to locate and read information.

Student Name \_\_\_\_\_ Date of Task Administration \_\_\_\_\_

Age appropriate grade level activity (specify curriculum based) \_\_\_\_\_

Tester \_\_\_\_\_

Scoring Key \_\_\_\_\_

Materials needed (must be age appropriate) \_\_\_\_\_

Activity (for planning purposes) Using graphs to compare two categories of information and identify number patterns.

Steps w/in the Learning Activity	Benchmark/Target Skill	Script for Each Step	Student Performance Indicators	Student Response
Step 1: Display a chart that has four sets of numbers with the first number being 13 less than the second number (e.g., 27/40). Have the first number in the pair labeled "start" and the second number labeled "finish" and ask the students, "How do you get from start to finish in each row?"				
Step 2: Provide another set of pairs with the first number being 20 more than the second number. Ask, "How do you get from start to finish in each row?"				
Step 3: Provide a weather chart created with various cities; one column for 6 a.m. temperature and the second column for the				

high of the day. Fill in the 6:00 a.m. temperature and tell the students to add 18 degrees to each 6:00 a.m. temperature to find the high.				
Step 4: Have the students graph the cities 6:00 a.m. temperatures with blue dots and the highs with red dots.				
Step 5: List the patterns they see.				
Step 6: Collect the high temperatures for ten major cities from the local newspaper and figure the 6:00 a.m. temperature for those cities.				
Step 7: List the cities in order from the lowest 6:00 a.m. temperature to the highest.				
Step 8: Optional: use Microsoft Excel or similar spreadsheet/graphing software to create a graph of the data.				

\* Instructional activities retrieved from the web: <http://illuminations.nctm.org>



## Middle School Math Sample Task

- CCSB:** A. Students can understand and apply a variety of math concepts.  
 3. Students can understand and apply concepts of geometry.

Student Name \_\_\_\_\_ Date of Task Administration \_\_\_\_\_

Age appropriate grade level activity (specify curriculum based) \_\_\_\_\_

\_\_\_\_\_ Tester \_\_\_\_\_

Scoring Key \_\_\_\_\_

Materials needed (must be age appropriate) \_\_\_\_\_

Activity (for planning purposes) Determine the areas of rectangles and squares for a variety of purposes.

Steps w/in the Learning Activity	Benchmark/Target Skill	Script for Each Step	Student Performance Indicators	Student Response
Step 1: Measure and record the dimensions of squares and rectangles found within the classroom (e.g., floor tiles, windows, chalkboard)				
Step 2: Calculate the area of each.				
Step 3: Divide into groups of three with each being either a recorder, measurement verifier, or a reporter.				
Step 4: Give each group 4 rectangles drawn on a grid and have them compute the area. Review the formula for rectangles: $A = b \times h$				
Step 5: Using rulers, the students should draw one diagonal in each of the shapes and then cut each shape along the diagonal into two parts. In their groups, have students estimate the area of each				

triangle formed by dividing shapes in half along the diagonal. Review methods (e.g., count the number of squares, half-squares, and partial squares that are formed when the shapes are divided; realize that each shape has an area equal to half the area of the original shape)				
Step 6: Discuss the results with the class as a whole.				
Step 7: Using the Internet, research the history of the Bermuda Triangle to determine its dimensions.				
Step 8: Ask, "Is the Bermuda Triangle truly a triangle? If not, what shape is it? Why? If it's not a triangle, are you able to approximate the total area covered by the Bermuda Triangle? Do you think there is a center to the Bermuda Triangle? How would you find it?"				

\* Instructional activities retrieved from the web: <http://illuminations.nctm.org>

## High School Math Sample Task

Io

**CCSB:** D. Students can interpret data presented in a variety of ways.

1. Students can make inferences based on data presented in a variety of ways.

Student Name \_\_\_\_\_ Date of Task Administration \_\_\_\_\_

Age appropriate grade level activity (specify curriculum based) \_\_\_\_\_

Tester \_\_\_\_\_

Scoring Key \_\_\_\_\_

Materials needed (must be age appropriate) \_\_\_\_\_

Activity (for planning purposes) Gather data on the top 10 highest grossing movies, and make a bar graph and a pictogram.

Steps w/in the Learning Activity	Benchmark/Target Skill	Script for Each Step	Student Performance Indicators	Student Response
Step 1: Students access a movie website such as <a href="http://www.movieweb.com/movie/alltime.html">http://www.movieweb.com/movie/alltime.html</a>				
Step 2: Gather data for the top 10 movies, have them set up a bar graph with the titles (and release years) along the horizontal axis and the receipts (in millions) along the vertical axis. (Discuss the scale that would be the best for the vertical axis=100s).				
Step 3: Set up a pictogram with the same data.				
Step 4: Make a line graph with the years along the horizontal and the receipts along the vertical.				

\* Instructional activities retrieved from the web: <http://score.kings.k12.ca.us/lessons/hollywood.html>

## Elementary Science Sample Task

- CCSB:** A. Students can understand concepts and relationships in life science.  
 1. Students can understand structures of living things.

Student Name \_\_\_\_\_ Date of Task Administration \_\_\_\_\_

Age appropriate grade level activity (specify curriculum based) \_\_\_\_\_

Tester \_\_\_\_\_

Scoring Key \_\_\_\_\_

Materials needed (must be age appropriate) \_\_\_\_\_

Activity (for planning purposes) Classifying animals using various features.

Steps w/in the Learning Activity	Benchmark/Target Skill	Script for Each Step	Student Performance Indicators	Student Response
Step 1: Brainstorm ideas of ways in which objects or living organisms can be grouped (e.g., size, shape, or color)				
Step 2: Talk about ways to group common items in their homes (e.g., clothes, food, games)				
Step 3: In groups, work with one of the following items to practice classifying: <ul style="list-style-type: none"> <li>• A box of assorted buttons</li> <li>• A box of assorted tools</li> <li>• A box of assorted keys</li> </ul>				
Step 4: Each group should keep a written record of how the objects were divided and share with class.				
Step 5: Teacher explains to the students that scientists classify animals depending on the features they share as animals.				
Step 6: Students will be given				

animal cards and asked to classify the animals according to whatever feature they choose. They need to keep written record of how the objects were divided.				
<p>Step 7: Students answer the following questions in class:</p> <ul style="list-style-type: none"> <li>• Are there features that are shared by all of the animals? If so, what are they?</li> <li>• What features vary from animal to animal?</li> <li>• What features did you use to divide the animals?</li> <li>• Are there other features you could use to place the animals into different groups?</li> </ul>				
<p>Step 8: Have students regroup their animal cards. Provide these suggestions:</p> <ul style="list-style-type: none"> <li>• Animals that run</li> <li>• Animals that hop</li> <li>• Animals that swim</li> <li>• Animals that crawl</li> <li>• Animals that fly</li> </ul>				
Step 9: Have students report on their written records.				

\* Instructional activities retrieved from the web: [www.sciencenetlinks.com/lessons](http://www.sciencenetlinks.com/lessons)

## Middle School Science Sample Task

**CCSB:** D. Students can understand concepts and relationships in physical science.

1. Students can understand and apply concepts related to mechanics, forces, and motion.

Student Name \_\_\_\_\_ Date of Task Administration \_\_\_\_\_

Age appropriate grade level activity (specify curriculum based) \_\_\_\_\_

Tester \_\_\_\_\_

Scoring Key \_\_\_\_\_

Materials needed (must be age appropriate) \_\_\_\_\_

Activity (for planning purposes) Build a feedback-controlled systems (a water clock) and research ways to improve the system design.

Steps w/in the Learning Activity	Benchmark/Target Skill	Script for Each Step	Student Performance Indicators	Student Response
Step 1: View a picture of the largest water clock in North America, on display at Children's Museum of Indianapolis. Students to jot down and describe some of the parts that make up the water clock.				
Step 2: Read more about water clocks in <i>A Walk Through Time</i> ( <a href="http://physics.nist.gov/GenInt/Time/early.html">http://physics.nist.gov/GenInt/Time/early.html</a> ). Take a close look at the simple water clock, or clepsydras, which is described on the page.				
Step 3: While reading, ask students to write down the answers to the following questions: <ul style="list-style-type: none"> <li>• What are the parts of a water clock?</li> <li>• What is it designed to do?</li> <li>• What advantage does it have over other devices such as sundials?</li> <li>• What is the largest problem associated with water clocks?</li> </ul>				
Step 4: Students experiment with a small hole in				

the bottom of a 1 liter plastic soft drink bottle, noting that the drip rate changes as the water level changes.				
Step 5: With class divided into two groups, each group is to construct a water clock that will keep time accurately for at least 2 hours without human intervention. To do this, the drip rate from the bottle has to be constant.				
Step 6: Each group need to design a feedback-controlled robotic system to keep the water level in the bottle constant enough to maintain a steady drip rate. Restrict students to using mechanical devices (like floats) and the source of water to a large (2 liter) reservoir of water. The robots can range from ones powered by the force of gravity to ones that incorporate electrical components like small motors.				
Step 7: Each group will present and test the finished robot to each other and check 2 or 3 random times during a two-hour run to see whether it is keeping time within the specified $\pm 1\%$ over the entire period.				

\* Instructional activities retrieved from the web: [www.sciencenetlinks.com/lessons](http://www.sciencenetlinks.com/lessons)

## High School Science Sample Task Format

- CCSB:** B. Students can understand concepts and relationships in life science.  
3. Students can understand environmental interaction and adaptation.

Student Name \_\_\_\_\_ Date of Task Administration \_\_\_\_\_

Age appropriate grade level activity (specify curriculum based) \_\_\_\_\_

Tester \_\_\_\_\_

Scoring Key \_\_\_\_\_

Materials needed (must be age appropriate) \_\_\_\_\_

Activity (for planning purposes) Examine the hydrologic impacts of drought.

Steps w/in the Learning Activity	Benchmark/Target Skill	Script for Each Step	Student Performance Indicators	Student Response
Step 1: Read a story about a time in history in which people experienced a drought.				
Step 2: Discuss these questions: <ul style="list-style-type: none"> <li>• How important is water to society?</li> <li>• What are some examples of the role that droughts played in American history?</li> <li>• Do you think drought could affect you? How would you prepare for a drought?</li> <li>• What do people use water for (besides consumption and agriculture)?</li> </ul> Where do people get their water from and what happens when something, such as drought threatens the water supply?				
Step 3: Have each student define a drought in their journals.				
Step 4: Review the various ways that drought can be defined: <ul style="list-style-type: none"> <li>• Meteorological—a measure of departure of precipitation from normal. Due to climatic differences, what is</li> </ul>				



<p>considered a drought in one location may not be a drought in another location?</p> <ul style="list-style-type: none"> <li>• Agricultural—refers to a situation when the amount of moisture in the soil no longer meets the needs of a particular crop.</li> <li>• Hydrological—occurs when surface and subsurface water supplies are below normal.</li> <li>• Socioeconomic—refers to the situation that occurs when physical water shortage begins to affect people.</li> </ul>				
Step 5: Create a chart that compares drought, floods, and hurricanes in the areas of frequency, warning time, and duration.				
Step 6: Read the article, Droughts, Floods, and Sprawl – They're All Connected at <a href="http://www.state.nj.us/drbc/stormwater.htm">http://www.state.nj.us/drbc/stormwater.htm</a> .				
Step 7: Have students write a short essay in which they summarize the article and relate it to what they have learned, particularly stressing the impact of human activities on droughts.				

\* Instructional activities retrieved from the web: [www.sciencenetlinks.com/lessons](http://www.sciencenetlinks.com/lessons)

## Iowa Alternate Assessment Pre-Scoring Checklist

**Breadth:** If any part of the Review/Observation/Task for the primary benchmark is missing, then there is no primary benchmark, and thus no achievement. Additional benchmarks do not count toward breadth if the primary benchmark is missing.

**Review:** Every review in this portfolio:

- ☐ 1. Is student work.
- ☐ 2. Is directly connected to the curriculum.
- ☐ 3. Is age appropriate (+ or – 2 years).
- ☐ 4. Is related to the target skill.

**Observation:**

- ☐ 1. Is presented in a graph.
- ☐ 2. There is data over time (at least 12 weekly points).
- ☐ 3. The behavior or benchmark that was charted is clearly identified (targeted skill).
- ☐ 4. Points are dated
- ☐ 5. X and Y-axis clearly labeled.
- ☐ 6. There is a key/legend if necessary

**Task:** Every task in this portfolio:

- ☐ 1. Is a general education, learning activity which is broken down into steps.
- ☐ 2. At least one step clearly addresses the standard/benchmark.
- ☐ 3. Student performance levels on each step are indicated.
- ☐ 4. All materials are age-appropriate (+ - 2 years).
- ☐ 5. It is directly related to the curriculum.

**Depth:**

- ☐ 1. Is found in summative % from the Observation.
- ☐ 2. If the Observation is not evidenced, then there is no Depth.

**Difficulty:**

- ☐ 1. Everything in the portfolio is age-appropriate (+ or – 2 years).
- ☐ 2. Every Task and Review in the portfolio is directly related to the gen ed curriculum.

**Adaptations:**

- ☐ 1. Adaptations are identified and evidenced.
- ☐ 2. The independent use of those identified adaptations is shown in a summative %.

**Self Determination:**

- ☐ 1. no choices or choices not related to content area activity; no evaluation or use of evaluation
- ☐ 2. choices related to content area activity or performance on standard/benchmark;  
evaluates/reflects on performance on the content area standard; no use of evaluation

- \_\_\_\_ 3. choices related to content area activity or performance on standard/benchmark;  
evaluates/reflects on performance on the content area standard; evaluation reflection used to  
adjust performance based on evaluation/reflection

### Settings:

- \_\_\_\_ 1. The work was completed in a number of settings which are appropriate for the benchmark skill

## **Appendix C**

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### **Core Content Standards and Benchmarks Corresponding to the Iowa Tests**

# **Core Content Standards and Benchmarks Corresponding to the Iowa Tests**

## **Reading Content Standard**

**A. Students can comprehend what they read in a variety of literary and informational texts.**

### **Grades 3-5 Benchmarks**

1. Students can understand stated information they have read.
2. Students can determine the meaning of new words from their context.
3. Students can draw conclusions, make inferences, and deduce meaning.
4. Students can infer traits, feelings, and motives of characters.
5. Students can interpret information in new contexts.
6. Students can interpret nonliteral language used in a text.
7. Students can determine the main idea of a text.
8. Students can identify the writer's views or purpose.
9. Students can analyze style or structure.

### **Grades 6-9 Benchmarks**

1. Students can understand stated information they have read.
2. Students can determine the meaning of new words from their context.
3. Students can draw conclusions, make inferences, and deduce meaning.
4. Students can infer traits, feelings, and motives of characters.
5. Students can interpret information in new contexts.
6. Students can interpret nonliteral language used in a text.
7. Students can determine the main idea of a text.
8. Students can identify the writer's views or purpose.
9. Students can analyze style or structure.

### **Grades 10-12 Benchmarks**

1. Students can understand stated information they have read.
2. Students can determine the literal meaning of specific words.
3. Students can draw conclusions, make inferences, and deduce meaning.
4. Students can infer traits, feelings, and motives of characters or individuals.
5. Students can make predictions based on stated information.
6. Students can interpret nonliteral language used in a text.
7. Students can determine the main idea, topic, or theme and make generalizations.
8. Students can identify the author's views or purposes.
9. Students can distinguish among facts, opinions, and assumptions.
10. Students can recognize aspects of a passage's style and structure and can recognize literary techniques.

## **Math Content Standards**

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- A. Students can understand and apply a variety of math concepts.**
- B. Students can understand and apply methods of estimation.**
- C. Students can solve a variety of math problems.**
- D. Students can interpret data presented in a variety of ways.**

### **Grades 3-5 Benchmarks**

- A. Students can understand and apply a variety of math concepts.**
  - 1. Students can understand and apply number properties and operations.
  - 2. Students can understand and apply concepts and procedures of algebra.
  - 3. Students can understand and apply concepts of geometry.
  - 4. Students can understand and apply concepts of measurement.
  - 5. Students can understand and apply concepts in probability and statistics.
- B. Students can understand and apply methods of estimation.**
  - 1. Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense.
- C. Students can solve a variety of math problems.**
  - 1. Students can solve math problems.
  - 2. Students can understand and apply problem-solving approaches and procedures.
- D. Students can interpret data presented in a variety of ways.**
  - 1. Students can use tables and graphs to locate and read information.
  - 2. Students can interpret data from a variety of sources.

### **Grades 6-9 Benchmarks**

- A. Students can understand and apply a variety of math concepts.**
  - 1. Students can understand and apply number properties and operations.
  - 2. Students can understand and apply concepts and procedures of algebra.
  - 3. Students can understand and apply concepts of geometry.
  - 4. Students can understand and apply concepts of measurement.
  - 5. Students can understand and apply concepts in probability and statistics.

**B. Students can understand and apply methods of estimation.**

1. Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense.

**C. Students can solve a variety of math problems.**

1. Students can solve math problems.
2. Students can understand and apply problem-solving approaches and procedures.

**D. Students can interpret data presented in a variety of ways.**

1. Students can use tables and graphs to locate and read information.
2. Students can interpret data from a variety of sources.

**Grades 10-12 Benchmarks**

**A. Students can understand and apply a variety of math concepts.**

1. Students can understand and apply number properties and operations.
2. Students can understand and apply concepts and procedures of algebra.
3. Students can understand and apply concepts of geometry and measurement.
4. Students can understand and apply concepts in probability and statistics.

**B. Students can understand and apply methods of estimation.**

1. Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense.

**C. Students can solve a variety of math problems.**

1. Students can solve math problems requiring multiple steps and operations.
2. Students can reason quantitatively.

**D. Students can interpret data presented in a variety of ways.**

1. Students can make inferences based on data presented in a variety of ways.
2. Students can interpret data from a variety of sources.

## **Science Content Standards:**

- A. Students can understand and apply skills used in scientific inquiry.**
- B. Students can understand concepts and relationships in life science.**
- C. Students can understand concepts and relationships in Earth/space sciences.**
- D. Students can understand concepts and relationships in physical science.**

## **Grades 3-5 Benchmarks:**

- A. Students can understand and apply skills used in scientific inquiry.**
  - 1. Students can understand and apply the processes and skills of scientific inquiry.
  - 2. Students can analyze and interpret scientific information.
- B. Students can understand concepts and relationships in life science.**
  - 1. Students can understand structures of living things.
  - 2. Students can understand life cycles.
  - 3. Students can understand environmental interaction and adaptation.
- C. Students can understand concepts and relationships in Earth/space sciences.**
  - 1. Students can understand ideas about Earth's composition and structure.
  - 2. Students can understand changes in and around Earth.
  - 3. Students can understand concepts relating to the universe.
- D. Students can understand concepts and relationships in physical science.**
  - 1. Students can understand and apply concepts related to mechanics, forces, and motion.
  - 2. Students can understand and apply the concept of energy.
  - 3. Students can understand and identify properties and changes of matter.

## **Grades 6-9 Benchmarks:**

- A. Students can understand and apply skills used in scientific inquiry.**
  - 1. Students can understand and apply the processes and skills of scientific inquiry.
  - 2. Students can analyze and interpret scientific information.



**B. Students can understand concepts and relationships in life science.**

1. Students can understand structures of living things.
2. Students can understand life cycles.
3. Students can understand environmental interaction and adaptation.

**C. Students can understand concepts and relationships in Earth/space sciences.**

1. Students can understand ideas about Earth's composition and structure.
2. Students can understand changes in and around Earth.
3. Students can understand concepts relating to the universe.

**D. Students can understand concepts and relationships in physical science.**

1. Students can understand and apply concepts related to mechanics, forces, and motion.
2. Students can understand and apply the concept of energy.
3. Students can understand and identify properties and changes of matter.

**Grades 10-12 Benchmarks:**

**A. Students can understand and apply skills used in scientific inquiry.**

1. Students can understand and apply the processes and skills of scientific inquiry.
2. Students can analyze and interpret scientific information.

**B. Students can understand concepts and relationships in biological science.**

1. Students can make inferences and predictions from data.
2. Students can analyze scientific investigations.
3. Student can analyze and evaluate the adequacy and accuracy of information.

**C. Students can understand concepts and relationships in Earth/space sciences.**

1. Students can make inferences and predictions from data.
2. Students can analyze scientific investigations.
3. Student can analyze and evaluate the adequacy and accuracy of information.

**D. Student can understand concepts and relationships in physical science.**

1. Students can make inferences and predictions from data.

2. Students can analyze scientific investigations.
3. Student can analyze and evaluate the adequacy and accuracy of information.

## **Appendix D**

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### **A Family Guide to the Alternate Assessment In Iowa**

**This FAQ should be given to families to help them understand the reasons and procedures for the IAA. It is the responsibility of IEP team members to help families understand the importance and relevance of the IAA regarding their child's educational program.**

# A Family Guide to the Alternate Assessment in Iowa

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## Background Information

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### What is the alternate assessment in Iowa?

The primary purpose of the alternate assessment in Iowa is the same as for other assessments—to improve teaching and learning. Most students in Iowa, both with or without disabilities, currently participate in assessment using the Iowa Tests of Basic Skills/Iowa Tests of Educational Development (ITBS/ITED) or other district-wide assessments. The alternate assessment in Iowa is designed to assess a very small number of whose disabilities are so significant that they cannot be accurately assessed using the ITBS/ITED or other district-wide assessments. Iowa’s alternate assessment is not like most tests with which we are familiar. Instead, it is a collection of student work—a portfolio that contains various outlined types of information in reading, math, and science. See **“How is the portfolio organized?”** on page 3.

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### Why is alternate assessment necessary?

A review of the history of assessment for students with significant cognitive disabilities shows many things.

- In the past, students with significant cognitive disabilities did not take part in district-wide assessments because they did not usually learn the same things in the same way and no one was really sure how to assess their progress effectively.
  - As special education professionals began to assess what these students were taught, it became clear that they could learn many things no one ever thought possible.
  - In 1997, the federal government reauthorized the Individuals with Disabilities Education Act and required that schools document that they were teaching these students well. The alternate assessment in Iowa meets these federal guidelines, including No Child Left Behind and the Reauthorization of IDEA in 2004.
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## Background Information, Continued

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### **How was the alternate assessment in Iowa developed?**

Iowa Department of Education staff developed the alternate assessment with guidance from a statewide advisory committee, which included teachers, parents, and administrators. National consultants were also brought in for guidance. Many different types of assessments for this group of students were examined, and the portfolio was selected as the best assessment method. The first use of the alternate assessment in Iowa was in the spring of 2002, which yielded some initial information. After examining the results, refinements to the process continue to result in improved assessment and instruction.

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## **Students Involved In the Alternate Assessment in Iowa**

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### **Who should take the alternate assessment in Iowa?**

Those who should take the alternate assessment include

- students described as having significant cognitive disabilities in grades 3- 8, and 11 (reading and math content areas) and grades 5, 8, and 11 (science content area).

This population includes

- students who might have difficulty with language, communication, and/or adaptive behavior;
  - students who require intensive, specialized instruction;
  - students for whom paper-and-pencil tests and other, more traditional forms of assessment are not a good measure of their performance level.
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### **How is the decision made that a student will take the alternate assessment in Iowa?**

A student's Individual Education Plan (IEP) team makes the decision as to which form of assessment is appropriate for the student. No one person on the team can make this decision. Instead, the responsibility lies with the entire team. This process is repeated yearly so that as the student changes, so will his or her assessment.

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## Iowa Alternate Assessment Portfolio

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### What goes in the portfolio?

The majority of information contained in Iowa alternate assessment is student work gathered by educators. This might include:

- student reading records;
  - math samples;
  - student products or projects;
  - notes from parents, teachers, specialists, and classmates;
  - teacher data including charts and graphs; and
  - other “tests,” which are called performance events.
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### How is the portfolio organized?

Information is collected throughout the school year on standards and benchmarks in the subjects of reading, mathematics, and science. The portfolio is then organized according to a system developed in Iowa called Iowa Alternate Assessment Model

- “**Review**” consists of student work samples.
  - “**Observe**” consists of graphed data gathered over time by educators.
  - “**Task**” is a pre-developed activity that demonstrates the student’s application of the learned skill.
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### What is the portfolio designed to measure?

Federal government guidelines require states to use the same learning goals to examine how **all** students are progressing in the general curriculum. At first glance, this might seem impossible for some students who had not previously been held to the same learning goals. However, as schools adhere to these guidelines, teachers are finding better and better ways to teach the skills (standards and benchmarks) that schools, districts, and states consider important concepts for all students. This makes us think about students with significant disabilities in new ways and creates higher expectations for what we want them to learn.

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## Scoring

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**Who scores  
Iowa  
alternate  
assessment?**

Near the end of the school year, student portfolios are sent to a scoring site to be scored by trained scorers. The scorers include:

- teachers of students with significant disabilities,
  - other school personnel, and
  - AEA staff.
- 

**How is Iowa  
alternate  
assessment  
score  
determined?**

Each portfolio is scored by two people based on a scoring rubric. If the two scores do not match, then the portfolio is scored by an expert third scorer.

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**What is  
done with  
the score?**

Individual student scores are reported to the schools and districts, where they are used to determine how teaching might be improved. A group of scores, not individual student scores, is reported to the state and federal governments, where they are used to determine how well schools and districts are teaching students with significant disabilities. Scores are **not** used to determine special education eligibility or to evaluate teachers or students.

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## Supporting Your Child

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### **What can parents do to support the alternate assessment in Iowa?**

Parents can be a supportive part of the team by:

- Assisting the IEP team in making the appropriate decision about how their child should participate in assessments. To do this, parents need to understand for whom the alternate assessment in Iowa is designed and whether or not their son or daughter is eligible.
- Assisting the school in teaching their child by:
  - helping to identify what they want the child to learn,
  - making sure their child comes to school ready to learn, and
  - supporting what their child learns at school by carrying those things over at home.
- Asking to see their child's portfolio at conferences.
- Helping their child with learning activities at home, informing the teacher about successes and challenges, and asking what the next step should be.
- Helping their child look at schoolwork and decide the level of success and what needs to be done to improve.
- Being available for interviews the teacher may want to conduct regarding their child's work at home.
- Providing samples to be included in the portfolio.

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### **In summary**

Your child's education is as important as that of any other student in Iowa. The alternate assessment in Iowa is a significant tool toward improving learning opportunities. With a strong partnership between the home, the school and the student, we can make sure that Iowa's world-class educational system continues to serve all students!



## PERMISSION FOR USE OF STUDENT WORK AND ASSESSMENT

I, \_\_\_\_\_, the parent/legal guardian of  
\_\_\_\_\_, give my permission to the Iowa  
State Department of Education (ISDE) and Inclusive Large Scale Standards and Assessment  
(ILSSA) group from the University of Kentucky for the use of any of his/her work and/or other  
assessment evidence completed during the course of the school year for educational and training  
purposes. These purposes may include but are not limited to:

- Instructional development materials
- Instructional training materials
- Examples of student assessment/work samples
- Assessment training and scoring materials
- Standard setting and other assessment processes

I understand that all identifying information will be removed before such student work and  
assessment evidence are used or widely disseminated. In the rare instance that such  
work/assessment evidence cannot be altered for confidentiality (videotapes, etc.), ISDE and  
ILSSA will contact me for additional permission before it can be used.

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(date)

\_\_\_\_\_  
(address)

\_\_\_\_\_  
(phone number plus area code)